DOCUMENT RESUME

ED 473 346 CE 084 441

TITLE	Illinois Occupational Skill Standards: Dental Assistant.
INSTITUTION	Illinois Occupational Skill Standards and Credentialing Council, Carbondale.
SPONS AGENCY	Illinois State Board of Education, Springfield.
PUB DATE	2002-00-00
NOTE	249p.; Product developer was Kathy Gibson. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377, ED 461 746-749, ED 465 055-057 and ED 465 112-113, ED 465 887 and CE 084 437-443.
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University Horrabin Hall 46, 1 University Circle, Macomb, IL 61455-1390. Tel: 800-322-3905 (Toll Free); Fax: 309-298-2869; e-mail: CPC@wiu.edu Web site: http://www.standards.siu.edu/. For full text: http://www.standards.siu.edu/books/pdf/DentalAssistantBook.PDF.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC10 Plus Postage.
DESCRIPTORS	Academic Standards; Adult Education; Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; *Dental Assistants; Dental Evaluation; *Dental Health; Employment Qualifications; *Job Skills; Performance; Performance Based Assessment; Postsecondary Education; Program Content; Secondary Education; *State Standards; Student Evaluation
IDENTIFIERS	Dental Equipment; Endodontics; *Illinois

ABSTRACT

These Illinois skill standards for dental assistant are intended to serve as a guide to workforce preparation program providers as they define content for their programs and to employers as the establish the skills and standards necessary for job acquisition. They could also serve as a mechanism for communication among education, business, industry, and labor. An introduction provides a sample format and occupational earnings and employment information. Each skill standard contains these components: performance area; coding that identifies the state, fiscal year in which the standard was endorsed, subcouncil abbreviation, cluster abbreviation, and standard number; conditions of performance; work to be performed; performance criteria; performance elements; and performance assessment criteria, including product and process. The 112 skill standards are categorized into these 15 areas: infection control (17 standards); patient/client preparation (9); basic chairside functions (7); advanced chairside functions (10); expanded chairside functions (3); preventive procedures (8); dental imaging (13); restorative procedures (2); prosthodontics (8); endodontics (4); oral and maxillofacial surgery (7); orthodontics (7); instrument maintenance (9); communication (3); and management functions (5). (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 346

ILLINOIS OCCUPATIONAL SKILL STANDARDS

DENTAL ASSISTANT

Endorsed for Illinois
by the
Illinois Occupational Skill Standards
and Credentialing Council

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D.L. Robinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE 084 441

ILLINOIS OCCUPATIONAL SKILL STANDARDS
DENTAL ASSISTANT

PROJECT STAFF

Health and Social Services Subcouncil Chair

Joseph A. Bonefeste, Ph.D.
Springfield, IL

State Liaison

Kathryn Torricelli, retired
Principal Consultant
Illinois State Board of Education

Product Developer for Dental Assistant

Kathy Gibson, CDA
Dental Assistant Coordinator
John A. Logan College
Carterville, IL

AGENCY PARTNERS

Illinois State Board of Education
Illinois Community College Board
Illinois Board of Higher Education
Illinois Department of Commerce and Community Affairs
Illinois Department of Employment Security

A MESSAGE FROM THE ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Health and Social Services Subcouncil, and the Dental Assistant Standards Development Committee.

These skill standards will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

Tricia Broughton, Illinois Community College Board (tbroughton@iccb.state.il.us)
Linda Lafferty, Illinois State Board of Education (llaffert@isbe.net)
Lyle Neumann, Illinois Department of Employment Security (lneuman@ides.state.il.us)
Mitch Daniels, Illinois Department of Employment Security (mdaniels@ides.state.il.us)

We look forward to your comments.

Sincerely,

The Members of the IOSSCC

TABLE OF CONTENTS

Introduction	The Illinois Perspective	vii
	IOSSCC Requirements for Occupational Skill Standards	ix
	Sample Format	x
	Occupational Earnings and Employment Information	xi
	Assumptions	xv
Infection Control	Wash Hands	1
	Use Face Mask	3
	Use Protective Eyewear	5
	Use Disposable Gloves	7
	Use Standard/Transmission-based Precautions (Universal Precautions)	9
	Set Up Dental Unit	11
	Open Sterile Supplies	13
	Deliver Sterile Supplies	15
	Break Down Dental Unit	17
	Handle Sharps Correctly	19
	Prepare Instruments for Sterilization	21
	Maintain Aseptic and Sterile Field During Patient/Client Treatment	23
	Handle and Process Hazardous Materials	25
	Maintain Incident Report Forms	27
	Maintain Radiographic Infection Control	28
	Sterilize Instruments	30
	Sterilize Dental Handpieces	32
Patient/Client Preparation	Receive Patient/Client	34
	Position Patient/Client in Dental Chair	36
	Position Operator's Chair	38
	Position Assistant's Chair	39
	Collect/Record Medical, Dental and Personal Histories	40
	Measure Oral Temperature	42
	Measure Radial Pulse Rate	44
	Measure Respirations	46
	Measure Blood Pressure	48
Basic Chairside Functions	Prepare and Assist with Local Anesthetic Injection	50
	Use Mouth Mirror	52
	Perform Instrument Transfer	54
	Perform High Volume Evacuation (HVE) Tip Placement	56
	Maintain Saliva Ejector Placement	58
	Apply Water and Retract Oral Tissue	60
	Apply and Remove Cotton Rolls	62
Advanced Chairside Functions	Apply Topical Anesthetic	64
	Prepare and Take Alginate Impressions	66
	Fabricate Study Casts from Alginate Impressions	68
	Polish Amalgam Restorations	70
	Construct Custom Bleaching Trays	72
	Fabricate and Cement Temporary Crown	74

TABLE OF CONTENTS

Advanced Chairside Functions *(Continued)*	Assemble, Place and Remove Matrix with Wedge(s)	76
	Place and Remove Dental Dam	79
	Place and Remove Retraction Cord	81
	Prepare, Place and Remove Periodontal Dressing	83
Expanded Chairside Functions	Perform Coronal Polishing	85
	Apply Dental Sealants	87
	Set Up and Monitor Nitrous Oxide/Oxygen Sedation	89
Preventive Procedures	Apply Fluoride – Tray Application	91
	Apply Fluoride – Paint-on Technique	93
	Instruct Patient/Client to Use Self-Applied Fluoride	95
	Administer Topical Fluoride Rinse	97
	Demonstrate Dental Flossing Technique	99
	Perform Bass or Modified Brushing Technique	101
	Instruct Patient/Client to Use Tooth Whitening Agents	103
	Apply Desensitizing Agents	105
Dental Imaging	Prepare Patient/Client and Armamentarium for Exposure of Radiographs	107
	Expose Intraoral Radiographs Using Bisecting Angle Technique	109
	Expose Intraoral Radiographs Using Paralleling Technique	111
	Expose Cavity Detecting Radiographs	113
	Expose Occlusal Radiographs	115
	Expose Panoramic Radiographs	117
	Expose Cephalometric Radiographs	119
	Expose Transcranial Radiographs	121
	Process Radiographs Manually	123
	Process Radiographs Using Automatic Processor	125
	Duplicate Radiographs	127
	Mount Radiographs	129
	Produce Computerized Dental Images	131
Restorative Procedures	Assist with Amalgam Restoration	133
	Assist with Light Cure Composite Restoration	135
Prosthodontics	Clean Removable Appliances	137
	Remove Cement Material	139
	Assist with Denture(s) Relining	141
	Assist with Removable Partial Denture Appointments	143
	Assist with Complete Denture Appointments	145
	Assist with Preparation and Cementation of Crown or Bridge	147
	Assist with Preparation and Cementation of Porcelain Veneers	149
	Construct Custom Tray	151

TABLE OF CONTENTS

Endodontics	Assist with Opening and Preparing Canals	153
	Assist with Root Canal Obturation Procedure	155
	Assist with Pulpotomy	157
	Assist with Apicoectomy	159
Oral and Maxillofacial Surgery	Perform Surgical Scrub of Hands and Arms	161
	Assist with Basic Extraction	163
	Assist with Complex Surgical Extraction(s)	165
	Assist with Biopsy	167
	Assist with Alveolitis (Dry Socket) Treatment	169
	Assist with Dental Implant Surgery	171
	Remove Sutures	173
Orthodontics	Take Orthodontic Records	175
	Place and Remove Orthodontic Separators	177
	Size and Fit Orthodontic Bands	179
	Assist with Cementation or Bonding of Orthodontic Bands and Brackets	181
	Size, Place and Ligate Arch Wire	183
	Remove Arch Wires	185
	Assist with Removal of Orthodontic Bands/Brackets	187
Instrument Maintenance	Sharpen Curettes and Scalers Using Flat, Stationary Stone	189
	Sharpen Curettes and Scalers Using Flat, Moving Stone	191
	Sharpen Curettes and Scalers Using Mandrel Mounted Stone	193
	Sharpen Hoe Scaler	195
	Sharpen Chisel Scaler	197
	Sharpen Explorer	199
	Sharpen Periodontal File	201
	Maintain Ultrasonic Unit and Tip	203
	Sharpen Hand-cutting Instruments	205
Communication	Use Principles of Communication	207
	Communicate within Dental Care Team	209
	Complete Diet and Dietary Analysis (Nutritional Counseling)	211
Management Functions	Maintain Accounts Receivable/Payable	213
	Process Dental Insurance Claims	215
	Maintain Inventory	216
	Document and Maintain Patient/Client Records	217
	Schedule Appointment	219

THE ILLINOIS PERSPECTIVE

The Occupational Skill Standards Act (PA 87-1210) established the nine-member Illinois Occupational Skill Standards and Credentialing Council (IOSSCC). Members of the IOSSCC represent business, industry and labor and are appointed by the Governor or State Superintendent of Education. The IOSSCC, working with the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

VISION

It is the vision of the IOSSCC to add value to Illinois' education and workforce development system by developing and supporting the implementation of a statewide system of industry defined and recognized skill standards and credentials for all major skilled occupations that provide strong employment and earnings opportunities.

The IOSSCC endorses occupational skill standards and credentialing systems for occupations that

- require basic workplace skills and technical training,
- provide a large number of jobs with either moderate or high earnings, and
- provide career advancement opportunities to related occupations with moderate or high earnings.

Subcouncils and Standards Development Committees

Under the direction of the IOSSCC, and in cooperation with industry organizations and associations, industry subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The industry subcouncils are: Agriculture and Natural Resources; Applied Science and Engineering;* Business and Administrative Information Services; Communications; Construction;* Education and Training Services;* Energy and Utilities;* Financial Services; Health and Social Services; Hospitality; Legal and Protective Services;* Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (*Indicates subcouncils identified for future development.)

Standards development committees are composed of business, labor and education representatives who are experts in the related occupational cluster. They work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits

The intent of skill standards and credentialing systems is to promote investment in education and training and ensure that students and workers are trained to meet industry standards that are benchmarked to the state's major international competitors. Skill standards and credentialing systems have major benefits that impact students and workers, employers and educators in Illinois.

Student and Worker Benefits

- Help workers make better decisions about the training they need to advance their careers
- Allow workers to communicate more effectively to employers what they know and can do
- Improve long-term employability by helping workers move more easily among work roles
- Enable workers to help their children make effective academic and career and technical decisions

Employer Benefits

- Focus the investment in training and reduce training costs
- Boost quality and productivity and create a more flexible workforce
- Improve employee retention
- Improve supplier performance
- Enlarge the pool of skilled workers

Educator Benefits

- Keep abreast of a rapidly changing workplace
- Contribute to curriculum and program development
- Provide students with better career advice
- Strengthen the relationship between schools and local businesses
- Communicate with parents because educators have up-to-date information about industry needs

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The IOSSCC is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Illinois Learning Standards and the Illinois Occupational Skill Standards.

IOSSCC Requirements for Occupational Skill Standards

Illinois Occupational Skill Standards define what an individual should know and the expected level of performance required in an occupational setting. The standards focus on the most critical work performances for an occupation or occupational area.

Endorsed Occupations

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement, including economic development, earnings potential and job outlook;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois; and
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Recognized Occupations

Occupations that do not meet the earnings criteria for IOSSCC endorsement but are part of an occupational cluster that is being developed may be presented for recognition by the IOSSCC. IOSSCC members encourage individuals to pursue occupational opportunities identified as endorsed occupations. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

Skill Standards Components

Illinois Occupational Skill Standards must contain the following components:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

The IOSSCC further identified three components (*Conditions of Performance, Work to be Performed and Performance Criteria)* of the Skill Standard component as critical work functions for an occupation or industry/occupational area. The sample format for Illinois Occupational Skill Standards on the following page provides a description of each component of an occupational skill standard.

The sample format also illustrates the coding at the top of each page identifying the state, fiscal year in which standards were endorsed, Subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Dental Assistant, which has been developed by the Health and Social Services Subcouncil, would carry the following coding: IL.02.HSS.DA.25.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL.FY.SUBCOUNCIL. CLUSTER. STANDARD NO.

PERFORMANCE AREA

SKILL STANDARD

CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results, etc.) and process or procedure requirements (e.g., safety requirements, time requirements, etc.).

PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

PERFORMANCE ASSESSMENT CRITERIA

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

PRODUCT

Description of the product resulting from the performance of the skill standard.

PROCESS

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

OCCUPATIONAL EARNINGS AND EMPLOYMENT INFORMATION FOR DENTAL ASSISTANT

I. Developmental Process and Occupational Definitions

A. Developmental Process

After reviewing the current labor market information, the Health and Social Services Subcouncil recommended the development of skill standards for dental assistants. The identified career, dental assistant, meets the criteria established by the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) for performance skill standard development, education and training requirements, employment opportunities, earnings potential and career opportunities. A product developer knowledgeable about dental assisting began the process of performance skill identification. The product developer prepared an outline and framework designed to address the major skills expected in the workplace. The framework addresses skill requirements common to dental assistant treatment and practice.

The subcouncil recommended that the final skill standards product be presented to the IOSSCC. The IOSSCC reviewed the skill standards and met with the product developer, state liaison and chair of the subcouncil. Based on the review, the IOSSCC voted to endorse the dental assistant skill standards.

1. Resources

Job descriptions and credentialing standards from dental professionals and professional organizations as well as competencies addressed in related educational programs were solicited and received. Common and accepted references provided reinforcement for the direction given in the framework. Those references included current texts used by educational institutions.

2. Standards Development Committee

A standards development committee (SDC) composed of dental assistants and educators was convened. The framework, initial outline, matrix and draft skill standards were presented to the SDC for review, revision, adjustment and validation. The dental assistant program coordinators reviewed the standards for consistency in terminology and in the assessment criteria.

B. Occupational Definition

A dental assistant provides support and assistance to the dentist which enables dental procedures to be completed in a timely, efficient and safe manner. Dental assistants are also delegated to perform individualized, specific tasks known as expanded duties when allowed by the State Dental Practice Act. The dental assistant's completion of these duties allows the dentist greater flexibility in patient treatment, as well as allows the dentist time to focus on those more difficult tasks that can only be completed by the dentist.

II. Employment and Earnings Opportunities

A. Education and Training Requirements

An increasing number of employers prefer graduates of ADA (American Dental Association) accredited dental assisting programs. These programs range in length from nine to fifteen months. Training is also available in the military. Dental assistants may be trained on the job.

B. Employment Opportunities

Nationally and in Illinois, the demand for dental assistants is expected to grow much faster than average through 2008. While demand for dentists is expected to decline, job prospects for dental assistants should be good. This will be due in part to the increased use of support personnel by dentists to perform routine procedures and tasks. Individuals with some formal training in dental assisting may have the best opportunities.

C. Earnings Opportunities

	Middle Range Annual Earnings 2000*
Dental Assistant	$23,900 - $32,200

**Middle Range is the middle 50%, i.e., one-fourth of persons in the occupation earn below the bottom of the range and one-fourth of persons in the occupation earn above the top of the range.*

Sources: 2000 Occupational Employment Statistics: Wage Data and Occupational Projections 2008, Illinois Department of Employment Security, Economic Information and Analysis Division; Horizons Career Information System; Dental Assisting National Board (DANB) 2000 Executive Stakeholders Survey.

III. Assessment and Credentialing Systems

The IOSSCC recognizes that industry commitment for third-party assessment is beneficial and requests that each SDC and/or subcouncil identifies the most beneficial method for assessing the standards.

Dental assistants who have graduated from an ADA accredited dental assisting program or completed two years of full-time work as a dental assistant may become certified by successfully passing an examination given by the Dental Assisting National Board (DANB). In addition, certified dental assistants (CDAs) must have current certification in cardiopulmonary resuscitation (CPR). Their certification must be renewed every year. CDAs must meet continuing education requirements and pay a renewal fee.

IV. Industry Support and Commitment

The primary areas currently identified for industry support and commitment of occupational skill standards are development, updating and marketing. Business and industry partners may identify future uses of occupational skill standards such as credentialing/certification, career development of employees and specifications for out-source training programs.

A. Industry Commitment for Development and Updating

1. The development of skill standards for dental assistants is the effort of the Health and Social Services Subcouncil and the SDC. Names of persons serving on the subcouncil and SDC are located in the appendices.
2. In developing the products, the following steps were completed:
   a. Identification and prioritization of a career ladder, identifying jobs by name
   b. Review of resources
   c. Development of a draft matrix of performance standards
   d. Development of a performance standard that was identified on the matrix
   e. Convening an SDC of incumbent workers
   f. Review, validation and approval of skill standards by the SDC
   g. Review and approval of standards by the subcouncil.
   h. Endorsement of skill standards by the IOSSCC.

B. Industry Commitment for Marketing

The Health and Social Services Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the standards by the IOSSCC, the subcouncil strongly recommends that professional trade groups, academic groups, etc. develop and provide an in-service/seminar package to promote skill standard awareness and to obtain full industry support and commitment for the development of a full industry marketing plan.

The Health and Social Services Subcouncil encourages the availability of skill standards to the public including learners, parents, workers, educators at all levels, employers and industry personnel.

ASSUMPTIONS FOR DENTAL ASSISTANT SKILL STANDARDS

Skill standards assume that individuals have received education and/or training in a setting such as a secondary, postsecondary and/or apprenticeship/on-the-job training program and have the background knowledge necessary for performing the skill standards contained in this publication. The education and/or training includes instruction for the proper handling and operation of materials, tools and equipment required for performing the skills, including the purpose of use, when to use, how to use and any related safety issues.

The instructional/training program must adhere to all local, state and federal licensing and/or certification requirements as set by law, if applicable.

The standards development committee developed these skill standards based on the following assumptions:

1. Workplace skills (employability skills) are expected of all individuals. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial education process. These are not included with this set of statements.
2. Specific policies and procedures (e.g., Center for Disease Control (CDC) and Occupational Safety and Health Administration (OSHA) regulations) of the work site will be made known to the individual and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it must be incorporated into more complex skills.
5. Background knowledge or theory related to each skill is assumed. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
6. Skill standards were selected because they meet workplace needs and are designed to meet professional standards of practice.
7. Skill standards do not replace, supersede or substitute for procedure manuals.
8. Skill standards do not replace, supersede or substitute for graduation from an accredited program of study or certification for dental assistants.
9. Skills are identifiable, measurable standards of practice which may be used to demonstrate competency to employers and educators.
10. The definition of 100% accuracy includes self-correction of errors for meeting all skill standards.
11. Testing conditions will be conducive to meeting the standards of performance. A typical clinical dental environment and standard equipment and materials will be provided.
12. The skill standards intended to reflect competencies at entry level for the dental assistant occupation are to be tested with patients/clients in stable conditions in structured, supervised settings.

BEST COPY AVAILABLE

13. Patient/client rights will be learned as part of the education process and will be respected and expected as part of employment.
14. The dental assistant will practice under the supervisory requirements, continuing education requirements and all other provisions of the Illinois Dental Practice Act.
15. The American Dental Assistants Association Code of Ethics will give direction to the ethical dimensions of practice.
16. Skill standards may not cover all situations but will depend instead on the patient/client's special needs.
17. Guidelines for routine equipment maintenance are followed.
18. Dental assistants have background knowledge of CPR and first aid and should participate in training with the dental practice each year.
19. When mixing compounds, material is dispensed and mixed according to manufacturers' directions.
20. A parent or guardian is responsible for a child from birth to the age of 18. Children may require assistance from the parent/guardian to explain dental procedures and to give their permission for treatment.

BEST COPY AVAILABLE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Cleansing agent
Sink
Paper towels
Waste container
Personal protective equipment (PPE)
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Wash hands and wrists in aseptic manner.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Don protective eyewear and mask.
2. Make paper towel(s) available for drying hands.
3. Turn on cool to warm water.
4. Remove watch and jewelry.
5. Expose hands to above wrists.
6. Wet hands thoroughly with water holding hands downward, lower than level of elbows, throughout procedure.
7. Dispense a few drops of liquid soap containing an antimicrobial agent into one hand.
8. Lather hands and wrists, rubbing all surfaces quickly and vigorously with moderate pressure for 15-30 seconds.
   a. Wash palms and back of hands using circular motions and friction.
   b. Rub fingernails against opposite hand to force soap under nails for cleaning.
   c. Wash between fingers, interlacing fingers and using friction.
   d. Wash wrists using friction.
9. Rinse thoroughly, running water downward from forearms to fingertips for 30 seconds.
10. Dry hands and wrists with paper towels from fingertips upward. Take care not to contaminate clean surfaces. Use as many paper towels as necessary.
11. Turn off water (if hand controls are used) holding a dry paper towel. Do not use clean, bare hand to turn off water controls.
12. Dispose of paper towel in waste container.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of hand washing procedures. Observe the performance of procedures under supervision.

PRODUCT

Hands and wrists are clean and aseptic.

PROCESS

All performance elements for hand washing are critical and must be performed in sequence.

2

USE FACE MASK.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Cleansing agent
- Sink
- Paper towels
- Waste container
- Face mask
- Standard/transmission-based precautions (universal precautions)
- Facility policy and procedures
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Use face mask as necessary precaution.

PERFORMANCE CRITERIA

Face mask is used according to standard/transmission-based precautions and appropriate facility policy and procedures.

Time required to complete the skill varies depending on assigned responsibility.

PERFORMANCE ELEMENTS

1. Determine that use of face mask is required as protective safety measure.
2. Determine criteria for face mask (e.g., filtration, fit, moisture absorption, comfort, cost, etc.).
3. Wash hands thoroughly.
4. Place mask over nose and mouth. Tie or stretch elastic strap behind head.
5. Use fresh mask for each patient/client.
6. Change mask when it becomes wet.
7. Wear mask after procedure is completed while still in presence of aerosols.
8. Dispose of mask in waste container.
9. Wash hands thoroughly.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of using face mask. Observe the performance of procedures under supervision.

PRODUCT

Face masks are used as a necessary precaution.

PROCESS

All performance elements for using face mask are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

USE PROTECTIVE EYEWEAR

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Cleansing agent
Paper towels
Waste container
Protective eyewear (safety glasses or face shield)
Standard/transmission-based precautions (universal precautions)
Facility policy and procedures
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Use protective eyewear as necessary precaution.

PERFORMANCE CRITERIA

Protective eyewear is used according to standard/transmission-based precautions and appropriate facility policy and procedures.

Time required to complete the skill varies depending on assigned responsibility.

PERFORMANCE ELEMENTS

1. Determine that use of protective eyewear is required as protective safety measure.
2. Determine criteria for protective eyewear (e.g., shatterproof, wide coverage, light weight, flexible with rounded, smooth edges, easily disinfected, clear or lightly tinted, protected against glare, etc.).
3. Wash hands thoroughly.
4. Remove disinfected protective eyewear from protective sheath or case.
5. Put on protective eyewear.
6. Care for protective eyewear after use.
   a. Run eyewear under water stream to remove abrasive particles.
   b. Disinfect eyewear.
   c. Rinse eyewear thoroughly after immersion.
   d. Check eyewear periodically for scratches.
7. Dry and store protective eyewear according to manufacturers' recommendations.
8. Wash hands thoroughly.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of using protective eyewear. Observe the performance of procedures under supervision.

PRODUCT

Protective eyewear is used as a necessary precaution.

PROCESS

All performance elements for using protective eyewear are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

USE DISPOSABLE GLOVES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Sink
- Cleansing agent
- Towels
- Waste container
- Nonsterile disposable gloves
- Standard/transmission-based precautions (universal precautions)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Use nonsterile disposable gloves.

PERFORMANCE CRITERIA

Nonsterile disposable gloves are used according to standard/transmission-based precautions and appropriate facility policy and procedures.

Time required to complete the skill varies depending on assigned responsibility.

PERFORMANCE ELEMENTS

1. Determine that use of nonsterile gloves is required as protective safety measure.
2. Complete pregloving hand wash.
3. Don disposable gloves.
4. Remove gloves by grasping outside of one glove near cuff with thumb and forefinger of other hand. Pull it off, turning it inside out while pulling.
5. Hook bare thumb inside other glove and pull it off, turning it inside out. Roll two gloves together with side that was nearest individual's hand on outside.
6. Dispose of soiled gloves according to facility policy.
7. Wash and dry hands thoroughly.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of glove placement procedures. Observe the performance of procedures under supervision.

PRODUCT

Nonsterile disposable gloves are used as a necessary precaution.

PROCESS

All performance elements for using nonsterile disposable gloves are critical and must be performed in sequence.

USE STANDARD/TRANSMISSION-BASED PRECAUTIONS (UNIVERSAL PRECAUTIONS).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Cleansing agent
- Sink
- Towels/linens
- Waste containers
- Nonsterile disposable gloves
- Needles/other sharps
- Masks
- Gown and gloves
- Personal protective equipment (PPE)
- Standard/transmission-based precautions (universal precautions)
- Facility policy and procedures

WORK TO BE PERFORMED

Use standard/transmission-based precautions in all patient/client contact and treatment and throughout daily work requirements.

PERFORMANCE CRITERIA

Standard/transmission-based precautions are used according to facility policy and procedures to provide protection for provider, patient/client and other personnel.

Time required to complete the skill varies according to standard/transmission-based precaution used.

PERFORMANCE ELEMENTS

1. Wash hands before unit setup, after unit breakdown, before and after gloving, after patient/client contact and immediately after contamination with blood or body fluid.
2. Don protective eyewear during all setups and cleanup of dental operatory, during all patient/client treatment and whenever contamination with blood or body fluid droplets may occur.
3. Don clinic gowns whenever soiling of clothing with blood or body fluids is likely.
4. Don appropriate gloves for procedure.
5. Avoid cuts and nicks when using sharps such as burs, needles, etc.
6. Dispose of all sharps (e.g., needles, burs, broken glass, etc.) in designated sharps containers.
7. Follow specific guidelines for handling of biohazardous waste.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of applying standard/transmission-based precautions. Observe the performance of procedures under supervision.

PRODUCT

Standard/transmission-based precautions are used in all contact with patient/client.

PROCESS

All performance elements for using standard/transmission-based precautions are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory
Personal protective equipment (PPE)
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Set up dental unit and prepare unit water lines to reduce contamination from surface micro-organisms prior to treating patient/client.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Wash hands thoroughly.
2. Put on protective eyewear, mask and general-purpose utility gloves.
3. Spray disinfectant liberally over entire surface of dental unit, making sure you spray all hoses, buttons and switches.
4. Allow solution to stay on surfaces for appropriate length of time. Make sure surfaces remain moist.
5. Turn on high speed and low speed velocity evacuation systems and run disinfectant, in container, through hoses and water lines for appropriate length of time.
6. Wipe surfaces dry using large gauze sponges and paper towels.
7. Dispose of gauze sponges and paper towels in waste container.
8. Wash general-purpose utility gloves while still on hands. Dab with paper towel to remove excess water.
9. Remove general-purpose utility gloves and hang to dry.
10. Wash hands and don disposable gloves.
11. Wrap entire unit with plastic.
    a. Cover back of chair (headrest and buttons should be covered) with large plastic bag.
    b. Wrap hoses and handles of dental unit in plastic wrap.
    c. Cover bracket table (tray) with medium-sized plastic bag.
12. Fasten small waste disposable bag on side of bracket table with adhesive tape.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of setting up dental unit. Observe the performance of procedures under supervision.

PRODUCT

Dental unit is disinfected and set up.

PROCESS

All performance elements for setting up t he dental unit are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

OPEN STERILE SUPPLIES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Sterilized packet containing supplies
- Personal protective equipment (PPE)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Open sterile supplies and create a sterile field for dental instruments.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of sterile items needed for patient/client's treatment.

PERFORMANCE ELEMENTS

1. Wash hands thoroughly.
2. Don PPE.
3. Move bracket table or instrument cart into position.
4. Check integrity of packaging.
   a. Look for color change on sterilization tape.
   b. Look for color change on all indicators and fasteners.
   c. Look for holes or tears in packaging.
   d. Note expiration date.
   e. Look for improperly sealed packages.
   f. Look for any water damage on packaging.
   g. Examine label for contents.
5. Open examination kit containing sterile napkin to be utilized as sterile field covering bracket table.
   a. Place sterile napkin on bracket table, opening packet so inside sterile field is not contaminated.
   b. Tuck corners of napkin under tray on bracket table to secure napkin.
6. Open packets of sterile supplies and instruments by peeling packet away from contained contents.
   a. Place sterilized instruments on sterile field of bracket table.
   b. Take care not to let sterile items slide over edges of sterile field.
7. Deliver sterile items onto sterile field while standing at least 12 inches away and just prior to patient/client's treatment.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles for opening sterile supplies. Observe the performance of procedures under supervision.

PRODUCT

Sterile supplies are opened.

PROCESS

All performance elements for opening sterile supplies are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

DELIVER STERILE SUPPLIES

IL.02.HSS.DA.8

INFECTION CONTROL

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Deliver sterile supplies to dental operatory for use during patient/client's treatment.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to quantity of supplies needed.

PERFORMANCE ELEMENTS

1. State conditions of sterility that must be observed.
2. Verify type of sterile supplies and instruments needed.
3. Wash hands thoroughly.
4. Don PPE.
5. Deliver sterile packet onto sterile field.
   a. Verify sterility of supplies and instruments.
   b. Open sterile packets complying with CDC and OSHA standards/regulations.
   c. Deliver inner sterile packet(s) onto sterile field.
   d. Assure nonsterile hands and/or arms do not contact sterile field.
   e. Discard outer wrappings into appropriate waste container.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of delivering sterile supplies. Observe the performance of procedures under supervision.

PRODUCT

Sterile supplies are delivered/transferred to sterile field without contamination of sterile field.

PROCESS

All performance elements for the delivery of sterile supplies are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

BREAK DOWN DENTAL UNIT

IL.02.HSS.DA.9

INFECTION CONTROL

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Break down contaminated dental unit and purge water lines after patient/client's treatment.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Wash hands thoroughly.
2. Don PPE.
3. Remove all plastic wrap and plastic bags from dental unit and dispose of them in waste container.
4. Spray disinfectant liberally over entire surface of dental unit, making sure you spray all hoses, buttons and switches.
5. Wipe with large gauze sponges and paper towels, removing all debris from dental unit.
6. Dispose of paper towels and gauze sponges in waste container.
7. Wash general-purpose utility gloves with soap while still on hands and spray with disinfectant spray.
8. Dry gloved hands with paper towel.
9. Remove all hand pieces from dental unit.
10. Remove water bottle from dental unit and empty.
11. Reattach water bottle and run all remaining water within dental unit through hoses, handpiece flush valve and syringe.
12. Spray unit once again with disinfectant solution and allow to dry. Surfaces must remain wet for appropriate length of time.
13. Wash general-purpose utility gloves with soap and dab dry with paper towel; spray with disinfectant.
14. Remove gloves and hang to dry.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of breaking down dental unit. Observe the performance of procedures under supervision.

PRODUCT

Dental unit is broken down and disinfected.

PROCESS

All performance elements for breaking down dental unit are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory
Personal protective equipment (PPE)
Sharps (scalers, curettes, burs, needles, scalpel blades, orthodontic wires, etc.)
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Handle sharps correctly prior to, during and after dental procedures.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of sharps present during procedure.

PERFORMANCE ELEMENTS

1. Wash hands thoroughly.
2. Don PPE.
3. Count sharps to be used for dental procedure before treatment begins.
4. Contain sharps. (Utilize magnetic needle mat, hard container, needle caps, etc.)
5. Prevent puncture wound injuries.
   a. Use appropriate instrument or mechanism to attach blade to scalpel handle.
   b. Arm needle directly from suture packet.
   c. Pass needles in needle holder.
   d. Do not bend or break injection needles.
   e. Remove instruments from dental operatory after use.
   f. Put all used blades and needles into puncture resistant container.
   g. Protect sharp edges of instruments.
6. Maintain an accurate count of sharps during dental treatment.
7. Dispose of sharps in containers that are leak proof, puncture-resistant and labeled correctly as biohazardous materials.
8. Wear general-purpose utility gloves during cleanup of sharps materials.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of correct handling of sharps. Observe the performance of procedures under supervision.

PRODUCT

Sharps are handled correctly prior to, during and after dental treatment procedures.

PROCESS

All performance elements for handling sharps correctly are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Dental instruments
- Instrument cassette
- Cleansing agent
- Sink
- Paper wrap or sterilization bags
- 2x2 gauze or cotton rolls
- General purpose utility gloves
- Marking pen and labels
- Ultrasonic unit and solution
- Sterilization tape
- Manufacturers' instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Prepare instruments for sterilization.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Determine sterilization process for dental instruments and equipment.
2. Don general-purpose utility gloves and PPE.
3. Dismantle instruments with detachable parts. Always handle instruments which have pointed tips in middle of instrument handle appropriately to avoid injury.
4. Place instruments into basket of ultrasonic unit for approximately 10 minutes or according to manufacturers' instructions.
5. Remove basket from ultrasonic unit.
   a. Drain, rinse under running water and air-dry instruments.
   b. Avoid touching instruments.
6. Place instruments into instrument cassette. Wrap cassette in packaging wrap; fasten with sterilization tape and label contents.
7. Wrap group of instruments in sterilization wrap and fasten with piece of sterilization tape if cassettes are not used.

8. Wrap group in second piece of wrap or place wrapped instrument group into sterilization bag.
9. Label contents of package with marking pen.
10. Place instrument package into sterilization unit; determine correct method for loading instruments (i.e., cassettes versus sterilization bags).
11. Wash general-purpose utility gloves with soap, spray with disinfectant solution and hang to dry.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of preparing instruments for sterilization. Observe the performance of procedures under supervision.

PRODUCT

Dental instruments are cleaned and prepared for sterilization.

PROCESS

All performance elements for preparing instrument for sterilization are critical and must be performed in sequence.

MAINTAIN ASEPTIC AND STERILE FIELD DURING PATIENT/CLIENT TREATMENT.

IL.02.HSS.DA.12

INFECTION CONTROL

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Disinfected equipment and supplies
- Sterile instruments
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Maintain aseptic and sterile field during patient/client treatment.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Inspect all sterile packaging and trays for the following to ensure integrity of package:
   a. Indicator/sterilizer strips
   b. Holes in package
   c. Proper seal for package
2. Inspect all package labels for sterility dates.
3. Deliver items to dental operatory by methods that do not compromise sterility.
4. Consider any items dropped during preparation for procedure or during procedure to be unsterile.
5. Create aseptic working field as close to time of procedure as possible.
6. Consider unattended disinfected fields unsterile.
7. Maintain asepsis within dental operatory.
   a. Disinfect all surfaces within dental operatory.
   b. Sterilize all instruments used intraorally.
   c. Keep all dental instruments within sterilization packets during storage and prior to dental treatment.
   d. Consider permeated sterile barrier nonsterile.
   e. Consider edges of sterile container unsterile once package is opened.
   f. Don proper attire to avoid contaminating aseptic field.
   g. Make every effort to maintain sterile environment (e.g., do not touch hair, cross-contaminate, etc.) once aseptic field has been established.
   h. Consider all items and areas of doubtful sterility contaminated.

8. Maintain asepsis out of dental operatory.
   a. Remove gloves, face masks and protective eyewear prior to leaving dental operatory.
   b. Never handle patient/client's charts (records) with contaminated gloves.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles for maintaining highest standard of aseptic and sterile field during dental procedures. Observe the performance of procedures under supervision.

PRODUCT

An aseptic and sterile field is maintained during patient/client's treatment.

PROCESS

All performance elements for maintaining an aseptic and sterile field during patient/client's treatment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Ventilation system for use of toxic chemicals
- Material Safety Data Sheets (MSDS)
- Environmental safety standards in accordance with local, state and federal regulations
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Handle and process hazardous materials.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Skill is performed on an ongoing basis. Time element is not applicable.

PERFORMANCE ELEMENTS

1. Supervise safety regulations concerning hazardous materials in dental office.
2. Determine hazardous materials used in dental office and follow thorough strict adherence to local, state and federal regulations.
3. Analyze and assess material safety and coordinate acquisition, storage and distribution of materials.
4. Analyze logic, rule and principle to hazard materials safety.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles for handling and processing hazardous materials. Observe the performance of procedures under supervision.

PRODUCT

Hazardous materials are safely stored, processed and disposed of in the dental office.

PROCESS

All performance elements for safe handling of hazardous materials are critical and must be performed in sequence.

MAINTAIN INCIDENT REPORT FORMS

11.02.HSS.DA.14

INFECTION CONTROL

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Customer
- Exposure incident report form
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Maintain incident report forms.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on standards/regulations.

PERFORMANCE ELEMENTS

1. Obtain incident report forms and fill out thoroughly and accurately.
2. Complete report forms according to standards/regulations.
3. Complete exposure follow-up procedures promptly and thoroughly according to standards/regulations.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of maintaining incident report forms. Observe the performance of procedures under supervision.

PRODUCT

Incident report forms are completed and reported accurately.

PROCESS

All performance elements for maintaining incident report forms are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- X-ray film
- Film positioning aids/devices
- Lead apron with thyroid collar
- Cup for exposed film
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Prepare and take radiographs according to infection control protocol.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of radiographs to be taken.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Place barriers on dental chair, film and x-ray equipment.
11. Prepare equipment and supplies (e.g., film positioning aids/devices, paper towel, cup with patient/client's name, etc.).
12. Place lead apron on patient/client.
13. Complete x-ray exposures.
14. Place exposed films in cup.
15. Disinfect contaminated films.

16. Remove contaminated gloves.
17. Remove lead apron upon completion of films.
18. Demonstrate aseptic protocol for barrier removal.
19. Complete disinfection of room.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles for maintaining radiographic infection control. Observe the performance of procedures under supervision.

PRODUCT

Radiographic infection control is maintained.

PROCESS

All performance elements for maintaining radiographic infection control are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Sterilization unit
Wrapped instruments
Distilled water
Transfer forceps
Insulated mitt
Pen
Manufacturers' instructions
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety and Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sterilize instruments.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of instruments to be sterilized and type of sterilization unit used.

PERFORMANCE ELEMENTS

1. Don PPE.
2. Select and use appropriate method for instrument sterilization.
   a. Manual autoclave
      1) Label instrument pack.
      2) Check water reservoir level and fill with distilled water if needed.
      3) Place instruments into sterilization tray and load into sterilizer.
      4) Press "fill" lever and allow water to cover fill plate.
      5) Turn dial to sterilize.
      6) Close and lock autoclave door.
      7) Set timer for recommended time when temperature gauge reaches 121 degrees C and pressure gauge reaches 15 pounds.
      8) Turn dial to vent and allow pressure to escape at end of sterilization.
      9) Open door when pressure gauge shows zero.
      10) Allow instruments to dry.
      11) Open door and remove tray.
      12) Check indicator strips on packs.
      13) Store sterile instrument packs.

b. Computer autoclave
   1) Depress power button on front panel.
   2) Open door chamber and load autoclave.
   3) Close and latch the chamber door.
   4) Depress mode switch for desired program and mode.
   5) Depress start button on front panel.
   6) Wait for sterilize button to come on.
   7) Wait for buzzer and ready light to flash for end of cycle.

c. Flash sterilization
   1) Turn power switch on.
   2) Remove cassette by grasping handle and pulling out.
   3) Open cassette and place instruments in tray.
   4) Close lid and insert cassette into unit.
   5) Press control button for desired cycle.
   6) Press start button.
   7) Press stop when cycle is complete and remove cassette.

d. Dry heat sterilization
   1) Close door.
   2) Check thermometer for correct temperature.
   3) Set timer.
   4) Turn switch to off position at end of cycle.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of sterilization of instruments. Observe the performance of skill under supervision.

PRODUCT

Instruments are sterilized.

PROCESS

All performance elements for sterilizing instruments are critical and must be performed in sequence.

STERILIZE DENTAL HANDPIECES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental unit
- Dental handpieces
- Personal protective equipment (PPE)
- Manufacturers' instructions
- Sterilization unit
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sterilize dental handpieces.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on type of sterilization unit being used.

PERFORMANCE ELEMENTS

1. Don PPE.
2. Flush dental handpiece with bur while attached to dental unit after use.
3. Remove dental handpiece from unit.
4. Scrub dental handpiece to remove bioburden.
5. Lubricate handpiece and operate if indicated.
6. Sterilize handpiece according to manufacturers' directions.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of sterilizing dental handpieces. Observe the performance of procedures under supervision.

PRODUCT

Dental handpieces are sterilized.

PROCESS

All performance elements for sterilizing dental handpieces are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Protective container for removable appliances
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Receive patient/client in reception area and provide assistance into dental operatory.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 3-4 minutes.

PERFORMANCE ELEMENTS

1. Greet patient /client and introduce yourself.
2. Invite patient/client into operatory.
3. Instruct patient/client to be seated in dental chair.
   a. Stand ready to adjust chair height, headrest, armrest position, etc.
   b. Assist elderly patient/client or small child into chair by holding patient's arms.
   c. Assist with wheelchair transfers by bringing wheelchair adjacent to dental chair.
4. Place patient/client's handbag or personal belongings in safe place within patient/client's view.
5. Apply patient/client's napkin or drape and fasten it.
6. Receive removable prosthetic appliances in covered, water-filled container.
7. Offer patient/client protective eyewear.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of patient/client reception. Observe the performance of procedures under supervision.

PRODUCT

Patient/client is received, seated comfortably and prepared to receive dental treatment.

PROCESS

All performance elements for receiving patient/client are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

POSITION PATIENT/CLIENT IN DENTAL CHAIR

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory

WORK TO BE PERFORMED

Position patient/client in dental chair in comfortable position that does not hinder health of patient/client or clinician and allows for optimal viewing and access by clinician.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is one minute.

PERFORMANCE ELEMENTS

1. Lower backrest so patient/client is in supine position, if not contraindicated.
2. Instruct patient/client to slide up until head is on upper edge of backrest.
3. Lower or raise entire chair until patient/client's mouth is at clinician's elbow.
4. Turn on dental light.
5. Place light at arm's length.
6. Adjust light by pointing beam into patient/client's mouth.
   a. Position light directly above patient/client and point beam straight down for mandibular arch.
   b. Position light in front of patient/client and direct light upward for maxillary arch.
7. Adjust height of bracket table so it is easily accessible and visible and reached by clinician without stretching or twisting body.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of positioning patient/client in dental chair. Observe the performance of procedures under supervision.

PRODUCT

Patient/client is positioned in correct position in dental chair and is ready to receive dental treatment.

PROCESS

All performance elements for positioning patient/client in dental chair are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

POSITION OPERATOR'S CHAIR

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory

WORK TO BE PERFORMED

Position operator's chair at proper height to enhance visibility and accessibility during patient treatment.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is one minute.

PERFORMANCE ELEMENTS

1. Sit in operator's chair.
2. Adjust stool to proper position relative to dental unit and patient/client.
   a. Position feet flat on floor.
   b. Position thighs parallel with floor.
   c. Keep back straight.
   d. Hold head erect.
   e. Direct eyes downward.
3. Observe distance from patient/client's head to clinician's eyes (approximately 14-16 inches).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of positioning operator's chair. Observe the performance of procedures under supervision.

PRODUCT

Operator is positioned in correct position in clinician's stool and is ready to begin patient/client treatment.

PROCESS

All performance elements for positioning operator's chair are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

POSITION ASSISTANT'S CHAIR

IL.02.HSS.DA.21

PATIENT/CLIENT PREPARATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory

WORK TO BE PERFORMED

Position assistant's chair at proper height to enhance visibility and accessibility during patient treatment.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is one minute.

PERFORMANCE ELEMENTS

1. Sit in assistant's chair.
2. Elevate chair so that eye level is 4-6 inches above operator's eye level.
3. Distribute weight evenly over chair seat.
4. Adjust front edge of assistant's chair even with patient's mouth.
5. Move chair as close to side of patient as possible.
6. Adjust assistant's feet flat on ring around base of chair.
   a. Position thighs parallel with floor.
   b. Keep back straight.
   c. Hold head erect.
   d. Direct eyes downward.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of positioning assistant's chair. Observe the performance of procedures under supervision.

PRODUCT

Assistant's chair is positioned.

PROCESS

All performance elements for positioning assistant's chair are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT/RECORD MEDICAL, DENTAL AND PERSONAL HISTORIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Private room
- Black pen
- Red pen
- Appropriate recording forms
- Medical alert and allergy stickers
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Collect/record information to complete thorough medical, dental and personal history by interviewing and questioning patient/client with regards to information given on provided form(s).

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 10-15 minutes.

PERFORMANCE ELEMENTS

1. Review preappointment information.
2. Seat patient/client comfortably in private room.
3. Review completed information on history form(s).
4. Interview patient/client regarding personal history.
   a. Collect data essential for appointment planning and business aspects.
   b. Receive approval for care of minors/special-needs patients/clients from parent or guardian.
   c. Secure informed consent from patient/client for all procedures to be performed.
5. Interview patient/client (parent/guardian) regarding dental history.
   a. Record immediate problem, chief complaint, cause of pain, etc.
   b. Record previous dental treatment received by patient/client as dictated by dentist or dental hygienist.
   c. Record patient/client's attitude toward oral health.
   d. Record personal daily care exercised by patient/client.

6. Interview patient/client regarding current medical history.
   a. Record diseases that may complicate dental treatment using ink color chosen by the facility in which assessment is being made.
   b. Record diseases requiring special precautions or preparation prior to treatment in ink color suitable to facility in which assessment is being made.
   c. Record diseases under treatment by physician that require medicating drugs that may influence or contraindicate certain procedures in ink color suitable to facility in which assessment is being made.
   d. Record allergies or past reactions to drugs in ink color suitable to facility in which assessment is being made.
   e. Record diseases and drugs with manifestations in mouth in ink color suitable to facility in which assessment are being made.
   f. Record infectious or communicable diseases in ink color suitable to facility in which assessment is being made.
   g. Observe and record physiological state of patient.
7. Place allergy and medical alert stickers appropriately on or in patient/client's chart, maintaining patient/client's confidentiality.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of collecting/recording medical, dental and personal histories. Observe the performance of procedures under supervision.

PRODUCT

A thorough personal, dental and medical history is collected/recorded prior to dental treatment to assure for safe, scientific patient/client care.

PROCESS

All performance elements for collecting/recording medical, dental and personal histories are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

MEASURE ORAL TEMPERATURE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Digital thermometer
- Disposable sheath for thermometer
- Pen
- Appropriate recording form(s)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Gather data and record oral temperature of patient/client.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 2-4 minutes.

PERFORMANCE ELEMENTS

1. Position patient/client in comfortable position.
2. Explain procedure to patient/client.
3. Wash hands.
4. Hold thermometer at stem.
5. Clean thermometer.
6. Place thermometer into plastic, disposable sheath.
7. Instruct patient/client to hold thermometer between lips to avoid biting thermometer with teeth.
8. Remove thermometer from patient/client's mouth after audible signal.
9. Remove plastic sheath and dispose of it in waste container.
10. Read thermometer.
11. Record date, time of day and temperature on appropriate form(s).
12. Share findings with patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of measuring oral temperature. Observe the performance of procedures under supervision.

PRODUCT

Patient/client's oral temperature is measured prior to dental treatment.

PROCESS

All performance elements for measuring oral temperature are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Pen
Appropriate recording form(s)
Watch with second hand
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Measure and record radial pulse rate of patient/client.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is less than two minutes.

PERFORMANCE ELEMENTS

1. Explain purpose of procedure to patient/client.
2. Wash hands.
3. Seat patient/client in comfortable position in dental chair with patient/client's arm and hand supported and palm down.
4. Locate radial pulse with tips of first three fingers.
5. Exert light pressure and count for one clocked minute.
6. Observe rhythm and volume of radial pulse.
7. Record radial pulse on appropriate form(s).
8. Share findings with patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of measuring radial pulse rate. Observe the performance of procedures under supervision.

PRODUCT

Patient/client's radial pulse is measured and recorded prior to dental treatment.

PROCESS

All performance elements for measuring radial pulse are critical and must be performed in sequence.

MEASURE RESPIRATIONS

PATIENT/CLIENT PREPARATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Pen
- Appropriate recording form(s)
- Watch with second hand
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Measure and record respiration rate of patient/client.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is two minutes.

PERFORMANCE ELEMENTS

1. Seat patient/client in comfortable position.
2. Explain procedure to patient/client.
3. Count patient/client's respirations immediately after counting pulse.
4. Maintain fingers over radial pulse. (Respirations must be counted without patient/client's awareness.)
5. Count number of times chest rises during one clocked minute.
6. Observe depth, rhythm, quality and sounds of respirations and note position of patient/client.
7. Record all findings on appropriate form(s).
8. Share findings with patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of measuring patient/client's respiration rate. Observe the performance of procedures under supervision

PRODUCT

Patient/client's respiration rate is measured and recorded prior to dental treatment.

PROCESS

All performance elements for measuring respirations are critical and must be performed in sequence.

MEASURE BLOOD PRESSURE

PATIENT/CLIENT PREPARATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Pen
Appropriate recording form(s)
Sphygmomanometer (cuff and mercury manometer)
Stethoscope
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Measure and record blood pressure of patient/client.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is one minute.

PERFORMANCE ELEMENTS

1. Explain procedure to patient/client.
2. Seat patient/client in comfortable position with patient/client's arm slightly flexed, palm up and supporting forearm on level surface.
   a. Measure blood pressure on arm unless otherwise indicated.
   b. Measure blood pressure on bare arm. Loosen tight sleeve, if necessary.
   c. Instruct patient/client to uncross ankles and legs.
3. Place deflated cuff on patient/client's arm.
   a. Position patient/client's arm at level of heart.
   b. Place bladder of cuff directly over patient/client's brachial artery.
   c. Position lower edge of cuff one inch above antecubital fossa.
   d. Fasten cuff evenly and snugly.
4. Position gauge for easy viewing.
5. Place stethoscope end piece on brachial artery pulse one inch below antecubital fossa.
6. Position stethoscope ear pieces in ears.
7. Locate radial pulse; hold fingers on pulse.
8. Close needle valve on attached hand control bulb.
9. Pump to inflate cuff until radial pulse stops; note mercury level.
10. Pump bulb 20-30 millimeters Hg beyond where radial pulse stopped.

11. Deflate cuff gradually (two to three millimeters per second). Release valve on attached bulb.
12. Listen for first sound; note number on dial that is systolic pressure.
13. Release pressure and listen for last sound; note number on dial that is diastolic pressure.
14. Release cuff further (approximately 10 millimeters per second) until all sounds cease.
15. Rapidly release rest of air out of cuff.
16. Remove cuff from patient/client's arm.
17. Record patient/client's systolic and diastolic blood pressure readings on appropriate form(s).

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of measuring patient/client's blood pressure. Observe the performance of procedures under supervision.

PRODUCT

Patient/client's blood pressure is measured and recorded prior to dental treatment.

PROCESS

All performance elements for measuring blood pressure are critical and must be performed in sequence.

PREPARE AND ASSIST WITH LOCAL ANESTHETIC INJECTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart with completed histories
- Personal protective equipment (PPE)
- Basic tray setup
- Anesthetic tray setup
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Prepare and assist with local anesthetic injection and monitor patient/client.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 2-3 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Review patient/client's medical/dental histories with dentist prior to injection.
11. Prepare for local anesthetic.
    a. Assemble syringe.
    b. Place assembled syringe out of patient/client's sight.
    c. Apply topical anesthetic on injection site.
    d. Place additional cartridges in syringe if needed.
12. Observe patient/client for adverse reactions to anesthetic.

13. Explain and provide written postoperative instructions to patient/client.
14. Dispose of all sharps in designated sharps container after patient/client dismissed.
15. Record anesthetic administered, number of cartridges used and effect patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of preparation and assistance with anesthetic injection. Observe the performance of procedures under supervision.

PRODUCT

Preparation and assistance with local anesthetic injection and monitoring of patient/client is completed.

PROCESS

All performance elements for preparing and assisting with local anesthetic injection and monitoring patient/client are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Air/water syringe tip
- Mouth mirror
- Lubricant gel
- Cotton tip applicator
- Adequate lighting
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Use mouth mirror for indirect vision retraction, transillumination and reflective illumination.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Grasp mouth mirror with nondominant hand using modified pen grasp; establish fulcrum (finger rest).
11. Use compressed air on area to be viewed.

12. Retract patient/client's cheek.
    a. Place lubricant gel on corners of patient/client's lips using cotton tip applicator.
    b. Insert mirror into patient/client's mouth with back of mirror head against buccal mucosa.
    c. Gently retract cheek, adjusting mirror position to avoid pressure on oral structures.
13. Use mirror for indirect vision.
    a. Insert mirror into patient/client's mouth.
    b. Look into mirror to see tooth surfaces that cannot be viewed directly by clinician.
    c. Roll mirror handle between fingers to view all surfaces of teeth.
14. Use mirror for reflective illumination.
    a. Insert mirror into patient/client's mouth.
    b. Use mirror to view dark areas of patient/client's mouth.
    c. Roll mirror handle in fingers to reflect light onto teeth from overhead dental light.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of using mouth mirror. Observe the performance of procedures under direct supervision.

PRODUCT

Mouth mirror is utilized to maximize visibility and accessibility into patient/client's mouth.

PROCESS

All performance elements for using mouth mirror are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM INSTRUMENT TRANSFER

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Personal protective equipment (PPE)
Operator
Dental instruments
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Transfer instruments using one-handed method.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on types of instruments being transferred.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Select and use appropriate transfer method.
    a. One-handed instrument transfer
        1) Lift instrument from tray, using thumb, index finger and second finger of hand closest to patient.
        2) Hold instrument near nonworking end.
        3) Turn palm upward into passing position, rotating working end toward correct arch.
        4) Move hand toward operator's hand keeping instrument parallel to operator's instrument.

5) Extend little finger and grasp handle of instrument at nonworking end.
6) Lift instrument out of operator's hand.
7) Pull the instrument toward palm and wrist.
8) Rotate hand toward operator and place instrument in operator's hand.
9) Rotate instrument to delivery position for use again or return to proper position on tray.

b. Two-handed instrument transfer
1) Pick up one instrument from tray and position for transfer to dentist.
2) Receive one instrument from dentist when signaled, using palm grasp.
3) Transfer another instrument to dentist with other hand.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of instrument transfer. Observe the performance of procedure under supervision.

PRODUCT

Instrument transfer is performed to exchange dental instruments in a safe and efficient manner.

PROCESS

All performance elements for performing instrument transfer are critical and must be performed in sequence.

PERFORM HIGH VOLUME EVACUATION (HVE) TIP PLACEMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- High volume evacuation (HVE) tip
- Air water syringe tip
- Cotton rolls
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Perform HVE tip placement.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is two minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Place cotton rolls in area designated by operator.
11. Turn on HVE using hand furthest from patient/client.
12. Position HVE tip prior to operator's positioning of instrument or handpiece.
13. Position HVE tip approximately one tooth distally of tooth being worked on.
14. Position HVE tip opening parallel to tooth surface.
15. Maintain HVE tip placement even with occlusal/incisal tooth surface.
16. Handle carefully not to move during instrument or handpiece use.
17. Perform stabilization without causing trauma to tissue.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of HVE tip placement. Observe the performance of procedure under supervision.

PRODUCT

HVE tip placement is performed to maintain a clear field for operator.

PROCESS

All performance elements for performing HVE tip placement are critical and must be performed in sequence.

MAINTAIN SALIVA EJECTOR PLACMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Saliva ejector tip
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Maintain saliva ejector placement.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is one minute.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assemble saliva ejector to low-velocity suction system.
11. Turn on saliva ejector.
12. Insert saliva ejector in patient/client's mouth on opposite side being treated.
13. Direct tip to maintain patient/client comfort.
14. Bend tip to hook over patient/client's lower teeth.
15. Remove tip when treatment is complete.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of maintaining saliva ejector placement. Observe the performance of procedure under supervision.

PRODUCT

Saliva ejector placement is maintained.

PROCESS

All performance elements for maintaining saliva ejector placement are critical and must be performed in sequence.

APPLY WATER AND RETRACT ORAL TISSUE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Air water syringe tip
- Mouth mirror
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply water and retract oral tissue.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on area of mouth being worked on by operator.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Adjust syringe tip upward or downward as designated by operator.
11. Rinse area as operator completes procedure.
12. Retract lip, cheek and tongue.
13. Assist with rinsing patient/client's mouth as directed by operator.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of applying water and retracting oral tissue during procedure. Observe the performance of procedure under supervision.

PRODUCT

Water is applied and oral tissue retracted.

PROCESS

All performance elements for applying water and retracting oral tissue are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY AND REMOVE COTTON ROLLS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Air/water syringe tip
- Cotton rolls
- Cotton pliers
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply and remove cotton rolls.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is one minute.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Apply cotton roll to designated area.
11. Moisten cotton roll with air/water syringe tip upon completion of procedure.
12. Remove cotton roll with cotton pliers.
13. Inspect oral cavity to ensure that all cotton pieces are removed.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of applying and removing cotton rolls. Observe the performance of procedure under supervision.

PRODUCT

Cotton rolls are applied and removed.

PROCESS

All performance elements for applying and removing cotton rolls are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client medical history
- Personal protective equipment (PPE)
- Air/water syringe tip
- Mouth mirror
- Cotton rolls or gauze sponges
- Cotton swab(s) or cotton pellet(s)
- Topical anesthetic
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply topical anesthetic prior to dental treatment to desensitize mucous membrane and minimize patient/client discomfort.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete skill is 2-3 minutes.

PERFORMANCE ELEMENTS

Note: These performance elements describe the cotton swab (pellet) method.

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Don protective eyewear and mask.
5. Give patient/client protective eyewear.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Place small amount of topical anesthetic onto cotton swab.
11. Dry injection site.
12. Keep tissue retracted.
13. Place topical anesthetic on injection site for recommended time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of applying topical anesthetic. Observe the performance of procedures under supervision.

PRODUCT

Topical anesthetic is applied prior to dental treatment to minimize patient/client discomfort.

PROCESS

All performance elements for applying topical anesthetic are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Air/water syringe tip
- Dental floss
- Mouth mirror
- Plastic bag
- Impression trays
- Rubber mixing bowl
- Water thermometer
- Antimicrobial mouth rinse
- Spatula
- Tray adhesive
- Saliva ejector tip
- Utility wax
- Alginate material
- Base plate wax
- Container for appliances
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Prepare and take impressions of patient/client's mouth to fabricate plaster (stone) study casts.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill is 10-15 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.

3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Receive removable appliances from patient/client if applicable.
11. Instruct patient/client to rinse two times with an antimicrobial mouth rinse.
12. Examine oral cavity using mouth mirror for factors that may influence size and preparation of impression tray.
13. Free mouth of debris with air/water syringe and dental floss.
14. Dry teeth with compressed air.
15. Fit proper size impression trays.
16. Paint thin layer of tray adhesive in impression tray if needed.
17. Mix impression material.
18. Prepare mandibular and maxillary impression trays.
19. Take mandibular and maxillary impressions.
20. Take bite registration of client's teeth.
21. Instruct patient/client to rinse mouth of any residual impression material.
22. Rinse and disinfect impression and bite registration.
23. Wrap and store impression and bite registration.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of clinical procedures of taking alginate impressions. Observe the performance of procedures under supervision.

PRODUCT

Alginate impressions are prepared and taken of patient/client's mouth.

PROCESS

All performance elements for taking alginate impressions are critical and must be performed in sequence.

FABRICATE STUDY CASTS FROM ALGINATE IMPRESSIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Vibrator with protective covering
- Model base former or glass slab
- Mixing bowl
- Wax spatula
- Plaster knife
- White dental stone or plaster
- Soap solution
- Ruler
- Graduated cylinder
- Pencil
- Model trimmer
- Waterproof sandpaper
- Protractor
- Spatula
- Personal protective equipment (PPE)
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Fabricate study casts from alginate impressions.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill is 10-15 minutes.
(NOTE: Does not include material setup time.)

PERFORMANCE ELEMENTS

1. Rinse and remove excess water from impressions.
2. Mix dental stone or plaster.
3. Pour up impressions.
4. Form base of casts.
5. Invert poured impressions onto bases.

6. Allow study casts to set.
7. Separate impression trays from casts.
8. Prepare casts for trimming.
9. Trim maxillary and mandibular casts.
10. Finish and polish casts.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of paraclinical procedures of study casts. Observe the performance of procedures under supervision.

PRODUCT

Dental stone or plaster study casts are fabricated in laboratory.

PROCESS

All performance elements for fabricating study casts are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

POLISH AMALGAM RESTORATIONS

ADVANCED CHAIRSIDE FUNCTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Prophy cup/brush
- Polishing agent
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Polish amalgam restorations.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on size, condition and number of restorations.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client in reclined position.
9. Adjust light for maximum illumination.
10. Locate and inspect areas for polishing.
11. Apply polishing agent to prophy cup.
12. Distribute agent over amalgam surface using care to not cause trauma to soft and hard tissues.
13. Rinse area after polishing.
14. Explain and provide written postoperative instructions to patient/client.
15. Record in patient/client's chart polishing method and polishing agent used.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of polishing amalgam restorations. Observe performance of procedures under supervision.

PRODUCT

Amalgam restorations are polished.

PROCESS

All performance elements are critical for polishing amalgam restorations and must be performed in sequence.

CONSTRUCT CUSTOM BLEACHING TRAYS.

IL.02.HSS.DA.38

ADVANCED CHAIRSIDE FUNCTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Maxillary/mandibular casts
- Vacuum former
- Resin-curing light
- Small curved scissors
- Microtorch
- Clear vinyl sheets
- Storage containers

WORK TO BE PERFORMED

Construct custom bleaching trays.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is approximately 30 minutes for both maxillary and mandibular trays.

PERFORMANCE ELEMENTS.

1. Create a reservoir on maxillary/mandibular casts using block-out material on the facial surface of teeth to be bleached (approximately one millimeter thick).
2. Stop the material one millimeter short of gingiva.
3. Cure the block-out material with curing light.
4. Place 6x6-inch clear vinyl sheet in vacuum former.
5. Place dry model in center of vacuum former platform.
6. Heat vinyl sheet until it sags down approximately one inch below frame.
7. Turn on vacuum and pull down frame over model.
8. Vacuum for one minute.
9. Allow vinyl material to cool.
10. Trim vinyl material with scissors and separate from model.
11. Trim tray until periphery ends on attached gingival, 1-2 millimeters beyond the gingival margin.
12. Gently heat cut edges of tray with microtorch to readapt periphery to model.
13. Keep tray on model until time of delivery to patient/client.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of constructing bleaching trays. Observe the performance of procedure under supervision.

PRODUCT

Custom bleaching trays are constructed.

PROCESS

All performance elements for constructing custom bleaching trays are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

FABRICATE AND CEMENT TEMPORARY CROWN.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Temporary crown tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Fabricate and cement temporary crown.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Size, adapt and seat preformed crown.
    a. Measure space for crown.
    b. Select crown size.
    c. Adjust crown length.
    d. Adapt and contour crown.
    e. Smooth edges of crown.
    f. Check and adjust occlusion.

g. Mix temporary cement.
h. Fill and seat temporary crown.
i. Remove excess cement.
j. Have operator examine crown placement.
k. Explain and provide written postoperative instructions to patient/client.
l. Dismiss patient/client.
m. Record procedure in patient/client chart.

11. Fabricate, adapt and seat custom crown.
    a. Create matrix prior to preparation of teeth or use cast.
    b. Lubricate teeth.
    c. Mix and place temporary material in matrix.
    d. Seat matrix over prepared teeth.
    e. Remove matrix and temporary crown; set aside to harden.
    f. Remove crown and trim and contour.
    g. Check and adjust occlusion.
    h. Polish temporary crown.
    i. Mix temporary cement.
    j. Fill and seat temporary crown.
    k. Remove excess cement.
    l. Have operator examine crown placement.
    m. Explain and provide written postoperative instructions to patient/client.
    n. Dismiss patient/client.
    o. Record procedure in patient/client chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of fabricating and cementing temporary crown. Observe the performance of the skill under supervision.

PRODUCT

Temporary crown is fabricated and cemented.

PROCESS

All performance elements for fabricating and cementing temporary crown are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSEMBLE, PLACE AND REMOVE MATRIX WITH WEDGE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Mirror
- Explorer
- Burnisher
- Cotton pliers or hemostat
- Tofflemire retainer
- Matrix band
- Celluloid matrix
- Assortment of wedges
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assemble and place matrix with wedge(s) when one or more axial surface is removed from tooth being prepared for an amalgam/composite restoration.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is three minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.

10. Assemble Tofflemire Matrix.
    a. Identify tooth that requires matrix.
    b. Hold matrix retainer so that guide channels and diagonal slot on vise are facing operator.
    c. Rotate inner knob of retainer until vise is within one-quarter inch of guide channels.
    d. Turn outer knob until pointed end of spindle is clear of vise.
    e. Prepare matrix band for placement in retainer, holding band (like smile) with gingival edge on top and occlusal edge on bottom.
    f. Bring ends together to form a loop.
    g. Place occlusal edge of band into diagonal slot of vise.
    h. Apply matrix into guide channel to the right of operator for maxillary right/mandibular left quadrant.
    i. Apply matrix into guide channel to the left of operator for maxillary left/ mandibular right quadrant.
    j. Turn outer knob until tip of spindle is tight against band.
    k. Move inner knob to increase or decrease the size of loop as needed.
    l. Smooth band with mirror handle.
11. Place Tofflemire Matrix and wedge.
    a. Place matrix band over prepared tooth with smaller edge of band toward gingival.
    b. Keep retainer parallel to buccal surface.
    c. Move loop through interproximal surface, placing one finger over loop to stabilize retainer.
    d. Turn inner knob to tightened band around tooth.
    e. Check margins of matrix band.
    f. Contour contact area of matrix with burnisher.
    g. Insert wedge(s) with cotton pliers/hemostat at gingival margin.
    h. Check gingival margin seal with explorer.
12. Remove wedge and Tofflemire Matrix
    a. Remove wedge(s).
    b. Loosen outer knob and remove retainer, holding matrix in place.
    c. Remove band.
13. Place and remove celluloid matrix.
    a. Place matrix between teeth.
    b. Insert wedge(s) with cotton pliers/hemostat at gingival margin.
    c. Remove wedge(s).
    d. Remove celluloid matrix.
14. Place and remove Auto-matrix.
    a. Select band size.
    b. Place band on prepared tooth.
    c. Tighten band using a wrench.
    d. Insert wedge(s) with cotton pliers/hemostat at gingival margin.
    e. Remove wedge(s).
    f. Cut pin and remove band.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assembling, placing and removing a matrix and matrix with wedge(s). Observe the performance of procedure under supervision.

PRODUCT

Matrix with wedge(s) is assembled, placed and removed.

PROCESS

All performance elements for assembling, placing and removing matrices with wedge(s) are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PLACE AND REMOVE DENTAL DAM.

IL.02.HSS.DA.41

ADVANCED CHAIRSIDE FUNCTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Dental dam tray setup
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Place and remove dental dam.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill may vary depending on number of teeth to be isolated.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Examine patient/client mouth to determine clamp placement and size.
11. Punch hole(s) in dental dam material following pattern of patient/client's arch.
12. Select appropriate clamp and attach dental floss as safety line.
13. Place lubricant on tissue side of dental dam.
14. Place clamp on dental dam forcep.
15. Place clamp on anchor tooth.
16. Stretch anchor hole in dam over clamp on tooth.
17. Isolate anterior anchor tooth for multiple teeth isolation.
18. Place dental dam napkin under dental dam for patient/client comfort.
19. Place dental dam frame to stretch dental dam material over patient/client's mouth.

20. Isolate remaining teeth, working dental dam between contacts.
21. Invert or tuck dam material using inversion instrument and dry as needed.
22. Inspect dental dam to assure patient/client comfort.
23. Cut interproximal areas when dental procedure is completed.
24. Remove dental dam clamp with dental dam forcep, lifting straight off.
25. Remove dental dam frame and napkin from patient/client's mouth.
26. Examine dam material to ensure all material is intact.
27. Rinse patient/client's mouth.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of placing and removing dental dam. Observe the performance of procedure under supervision.

PRODUCT

Dental dam is placed and removed.

PROCESS

All performance elements for placing and removing dental dam are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Retraction cord tray setup
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Place and remove retraction cord.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to place retraction cord is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Rinse and dry prepared tooth.
11. Place cotton rolls around prepared tooth.
12. Cut retraction cord according to circumference of prepared tooth.
13. Twist cord to compress fibers.
14. Place cord around tooth with cotton pliers.
15. Pack cord gently around cervical area with packing instrument.
16. Leave tip of cord extended for easy removal.
17. Leave cord in position for appropriate time.
18. Grasp end of cord with cotton pliers and remove.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of placing and removing retraction cord of prepared tooth. Observe the performance of procedure under supervision.

PRODUCT

Placement and removal of retraction cord is completed.

PROCESS

All performance elements for performing placement and removal of retraction cord are critical and must be performed in sequence.

PREPARE, PLACE AND REMOVE PERIODONTAL DRESSING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Basic tray setup
- Periodontal dressing material
- Paper pad and tongue depressor/spatula
- Petroleum jelly
- Spoon excavator
- Written postoperative instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Prepare, place and remove periodontal dressing.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Prepare and place periodontal dressing.
    a. Place petroleum jelly on patient/client's lips.
    b. Dispense appropriate amount of periodontal dressing on pad.
    c. Mix material with tongue depressor or spatula.
    d. Lubricate gloved fingers.
    e. Mold dressing material into thin strip to cover surgical area.

f. Apply and adapt strip to interproximal areas.
g. Press excavator gently into material to remove excess material.
h. Instruct patient/client to move cheek, tongue and lips to mold pack.

11. Explain and provide written postoperative instructions to patient/client.
12. Schedule patient/client for postsurgical appointment.
13. Dismiss patient/client.
14. Record procedure in patient/client chart.
15. Remove dressing at next patient/client visit.
    a. Repeat steps 1-9.
    b. Remove pack with excavator.
    c. Rinse area gently with warm water to remove debris.
    d. Notify dentist that patient is ready for tissue examination.
16. Explain and provide written postoperative instructions to patient/client.
17. Dismiss patient/client.
18. Record procedure in patient/client chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of preparing, placing and removing periodontal dressing. Observe the performance of procedure under supervision.

PRODUCT

Periodontal dressing is prepared, placed and removed.

PROCESS

All performance elements for preparing, placing and removing periodontal dressing are critical and must be performed in sequence.

PERFORM CORONAL POLISHING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Dental floss
- Prophylaxis angle
- Rubber polishing cup and/or bristle brush
- Polishing agent
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Perform coronal polishing to remove extrinsic stains from patient/client's teeth.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to amount of extrinsic stain present on patient/client's teeth.

PERFORMANCE ELEMENTS

Note: It is required for dental assistants to successfully complete a six-hour certification course as outlined by the Illinois State Dental Practice Act.

1. Prepare dental operatory.
2. Explain procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client in reclined position.
9. Adjust light for maximum illumination.
10. Locate and inspect areas for selective polishing.
11. Assemble prophy angle and rubber cup (or bristle brush).
12. Select appropriate polishing agent.
13. Fill rubber cup with polishing agent.
14. Insert saliva ejector into patient/client's mouth if indicated.

15. Distribute agent over teeth surfaces to be polished.
16. Press foot control using slowest revolutions per minute (rpm's) possible.
17. Apply revolving rubber cup to tooth surface using light pressure.
18. Replenish polishing agent on rubber cup when needed.
19. Rinse patient/client's mouth frequently.
20. Floss patient/client's teeth.
21. Explain and provide written postoperative instructions to patient/client.
22. Record in patient/client chart polishing method and polishing agent used.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of coronal polishing. Observe the performance of procedures under supervision.

PRODUCT

Extrinsic stains are removed.

PROCESS

All performance elements for performing coronal polishing are critical and must be performed in sequence.

APPLY DENTAL SEALANTS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Air/water syringe tip
- Mouth mirror
- Acid etch and applicator
- Sealant material and applicator
- Cotton rolls, sponges or rubber dam
- Toothbrush
- Dental floss
- Articulating paper
- Curing light
- Explorer
- Saliva ejector tip
- Timer
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply dental sealants to act as physical barrier to prevent dental caries.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is ten minutes; however, time may vary due to number of teeth involved in procedure.

PERFORMANCE ELEMENTS

Note: It is required for dental assistants to successfully complete a four-hour certification course as outlined by the Illinois State Dental Practice Act.

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.

8. Position patient/client.
9. Adjust light for maximum illumination.
10. Prepare tooth surface to be sealed.
11. Isolate teeth and maintain a dry field.
12. Insert saliva ejector into patient/client's mouth.
13. Dry teeth.
14. Apply acid etch.
15. Rinse etched surface with water for approximately 30 seconds.
16. Maintain a dry field by evacuating excess water from area and replacing saturated cotton rolls and using compressed air.
17. Apply sealant and time or cure material according to manufacturers' instructions.
18. Check sealant for voids and retention.
19. Check occlusion and contacts.
20. Document in patient/client chart teeth and surfaces filled with sealant material and type of material used.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of dental sealant placement. Observe the performance of procedures under supervision.

Four-hour certification course as outlined by the Illinois State Dental Practice Act is successfully completed.

PRODUCT

Dental sealants are applied.

PROCESS

All performance elements for applying dental sealants are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Patient/client chart
Personal protective equipment (PPE)
Completed medical/dental histories
Central gas supply system or portable gas delivery system
Disposable cover for nasal hood
Blood pressure equipment
Infection control manual
Pen
Informed consent form
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Set up and monitor nitrous oxide/oxygen sedation during dental treatment.

Monitor effect to patient/client prior to, throughout and post dental treatment.

PERFORMANCE CRITERIA

Skill is performed throughout treatment at 100% accuracy.

Time required to complete the skill varies due to length of dental treatment.

PERFORMANCE ELEMENTS

Note: It is required for dental assistants to successfully complete a twelve-hour certification course as outlined by the Illinois State Dental Practice Act.

1. Explain procedure and anticipated effect to patient/client.
2. Obtain informed consent from patient/client or appropriate guardian.
3. Prepare nitrous oxide/oxygen delivery system following manufacturers' guidelines.
   a. Ensure that vacuum and ventilation exhaust systems are vented and working properly.
   b. Confirm absence of leaks at pressure connections on unit, in conducting tubes and in reservoir bag.
   c. Connect conducting tube to reservoir bag.
   d. Cover unit and tubing with barriers following infection control guidelines.

   e. Open oxygen valve and observe amount of oxygen in tank.
   f. Turn on nitrous oxide/oxygen sedation machine.
   g. Open nitrous oxide tank.
4. Activate scavenging system and attach conduction tubing to evacuation system in dental unit.
5. Inflate reservoir bag using oxygen flush button.
6. Review patient/client's medical/dental histories with dentist or person who will administer nitrous oxide/oxygen sedation.
7. Drape patient/client.
8. Wash hands.
9. Don PPE.
10. Place patient/client in comfortable position in dental chair.
11. Obtain base line vital signs.
12. Select appropriate size and type of breathing apparatus.
13. Assist dentist/hygienist with oxygen flow to deliver 100% oxygen.
14. Secure nasal hood or face mask in place on patient/client.
15. Assist dentist/hygienist with appropriate amount of tidal volume needed for patient/client.
16. Instruct patient/client to minimize talking during sedation procedure.
17. Monitor patient/client once dentist administers nitrous oxide/oxygen sedation.
    a. Observe established titration level.
    b. Observe patient/client's responses to sedation procedure.
    c. Observe reservoir bag. Monitor and record patient/client's respiration rates.
    d. Keep patient/client relaxed.
    e. Measure patient/client's vital signs throughout sedation procedure.
18. Assist dentist/hygienist when terminating nitrous oxide flow. Continue to deliver 100% oxygen to patient/client during final three to five minutes of procedure.
19. Assess recovery of patient/client.
20. Obtain postoperative vital signs.
21. Explain and provide written postoperative instructions to patient/client.
22. Record in patient/client chart method, length of sedation, patient/client responses and vital signs obtained prior to, during and after sedation procedure.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of monitoring nitrous oxide/oxygen sedation. Observe the performance of procedures under supervision.

Twelve-hour certification course as outlined by the Illinois State Dental Practice Act is successfully completed.

PRODUCT

Nitrous oxide/oxygen sedation procedure is set up and monitored during patient/client dental treatment.

PROCESS

All performance elements for setting up and monitoring nitrous oxide/oxygen sedation are critical and must be performed in sequence.

APPLY FLUORIDE – TRAY APPLICATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Air/water syringe tip
- Mouth mirror
- Fluoride gel
- Graduated medicine cup
- Cotton rolls and sponges
- Saliva ejector tip
- Fluoride trays of appropriate size
- Timer or clock
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply topical fluoride preparations in properly fitting tray as part of patient/client's total preventive program.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 5-6 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Select appropriately sized fluoride tray and confirm proper selection.
11. Measure two milliliters (no more than two and one-half milliliters) of fluoride gel in graduated medicine cup for each arch of the mouth.
12. Load tray with fluoride.

13. Ask patient/client to expectorate or swallow to clear mouth.
14. Dry teeth using compressed air, starting with maxillary lingual surfaces and continuing with maxillary facial surfaces, mandibular facial surfaces and mandibular lingual surfaces.
15. Insert tray promptly into patient/client's mouth.
16. Press trays against teeth, starting with occlusal surfaces and continuing with facial and lingual surfaces.
17. Place cotton roles over premolar teeth and ask patient/client to bite down.
18. Insert saliva ejector into patient/client's mouth.
19. Set timer to appropriate time according to fluoride manufacturers' recommendations.
20. Remove trays from patient/client's mouth.
21. Ask patient/client to expectorate or reinsert saliva ejector into patient/client's mouth to remove excess fluoride.
22. Document in patient/client chart type of fluoride preparation used.
23. Explain and provide written postoperative instructions to patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of topical fluoride tray application. Observe the performance of procedures under supervision.

PRODUCT

Fluoride is applied using tray application to reduce incidence of caries formation as part of total preventive program.

PROCESS

All performance elements for performing topical fluoride tray application are critical and must be performed in sequence.

APPLY FLUORIDE – PAINT-ON TECHNIQUE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Air/water syringe tip
- Saliva ejector tip
- Fluoride gel
- Cotton tip applicator(s)
- Cotton rolls of proper length
- Cotton roll holders of appropriate size
- Cotton pliers (forceps)
- Saliva absorbers
- Graduated medicine cup
- Mouth prop (if needed)
- Timer or clock
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply topical fluoride preparations using paint-on technique as part of patient/client's total preventive program.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 5-6 minutes (per side).

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Dispense fluoride gel.

11. Isolate teeth with cotton rolls.
12. Insert saliva ejector.
13. Dry teeth using compressed air.
14. Set timer to appropriate time according to fluoride manufacturers' recommendations.
15. Apply fluoride gel.
16. Remove saliva ejector.
17. Remove cotton rolls.
18. Instruct patient/client to expectorate.
19. Document in patient/client chart type of fluoride preparation used.
20. Explain and provide postoperative instructions to patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of topical fluoride paint-on application. Observe the performance of procedures under supervision.

PRODUCT

Topical fluoride is applied using paint-on technique to reduce incidence of caries formation as part of total preventive program.

PROCESS

All performance elements for performing topical fluoride paint-on application are critical and must be performed in sequence.

INSTRUCT PATIENT/CLIENT TO USE SELF-APPLIED FLUORIDE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Air/water syringe tip
- Mouth mirror
- Hand mirror
- Drinking cup
- Toothbrush
- Fluoride preparation
- Custom made fluoride tray
- Timer or clock
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Instruct patient/client to use self-applied fluoride as part of total preventive program.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies from person to person.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Give patient/client hand mirror.
11. Determine fluoride delivery system to be used by patient/client.

12. Determine fluoride preparation to be utilized by patient/client and frequency to be used.
13. Instruct patient/client to brush and floss prior to fluoride application.
14. Demonstrate type of delivery system to be used: tray technique, mouthrinse or fluoride dentifrice (tooth brushing).
15. Teach patient/client fluoride safety.
16. Instruct patient/client to demonstrate fluoride application technique while still in dental care facility.
17. Make any necessary modifications.
18. Document in patient/client chart fluoride delivery system used and type of fluoride preparation recommended.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of instructing patient/client to use self-applied fluoride preparations. Observe the performance of procedures under supervision.

PRODUCT

As part of total preventive program, clear and precise instructions are given and demonstrated for patient/client on self-application of fluoride preparations.

PROCESS

All performance elements for instructing patient/client to use self-applied fluoride are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ADMINISTER TOPICAL FLUORIDE RINSE

IL.02.HSS.DA.50

PREVENTIVE PROCEDURES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Air/water syringe tip
- Graduated medicine cup
- Saliva ejector tip
- Timer or clock
- Fluoride preparation (liquid)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Administer topical fluoride rinse as part of patient/client's total preventive program.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is two minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Dispense fluoride rinse into graduated medicine cup following manufacturers' recommendation.
11. Instruct patient/client to rinse with water or expectorate to clear mouth.
12. Give fluoride rinse to patient/client.
13. Instruct patient/client to swish liquid for one minute covering all surfaces of teeth.

14. Instruct patient/client to expectorate after one minute.
15. Insert saliva ejector to clear excess fluoride.
16. Document in patient/client chart fluoride delivery system used and type and amount of fluoride administered.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of administering a topical fluoride rinse. Observe the performance of procedures under supervision.

PRODUCT

Topical fluoride rinse to reduce incidence of caries formation is administered as part of total preventive program.

PROCESS

All performance elements for administering topical fluoride rinse are critical and must be performed in sequence.

DEMONSTRATE DENTAL FLOSSING TECHNIQUE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Patient/client mirror
- Dental floss
- Typodont (dental instruction model)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Demonstrate dental flossing technique to remove bacterial plaque and other debris from proximal surfaces of teeth.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is ten minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Obtain appropriate dental floss.
11. Position patient/client to view your demonstration using typodont.
12. Wrap dental floss around middle fingers as anchors.
13. Grasp floss between thumb and index fingers of both hands with one-half to one inch remaining between two hands.
14. Demonstrate curve of floss in a C shape to be wrapped around tooth.
15. Curl floss gently up and down surface of tooth.

16. Rotate floss on fingers to allow for a fresh section to be used each time.
17. Complete flossing entire mouth of typodont.
18. Help patient/client as he/she begins to floss his/her mouth.
19. Assist holding patient/client mirror.
20. Assist if patient/client has problems flossing an area of his/her mouth.
21. Record flossing technique used and patient/client's progress.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of dental flossing technique. Observe the performance of procedure under supervision.

PRODUCT

Demonstration of dental flossing technique is completed to remove bacterial plaque and other debris from proximal surfaces.

PROCESS

All performance elements for demonstrating dental floss technique are critical and must be performed in sequence.

PERFORM BASS OR MODIFIED BRUSHING TECHNIQUE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client mirror
- Criteria for seating patient/client
- Toothbrush
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Perform bass or modified tooth-brushing technique.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Instruct patient/client to watch demonstration of technique in mirror.
11. Grasp brush and place it so that bristles are at a 45-degree angle to the surface of the tooth.
12. Adjust brush so that tips of bristles are directed straight into gingival sulcus.
13. Vibrate bristles back and forth with short light strokes for a count of ten.
14. Lift brush and continue into next area until all areas have been cleaned.
15. Assist patient/client as they continue with brushing technique.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of bass or modified tooth-brushing technique. Observe the performance of procedure under supervision.

PRODUCT

Bass or modified tooth-brushing technique is performed and demonstrated to patient/client.

PROCESS

All performance elements for performing bass or modified tooth-brushing technique are critical and must be performed in sequence.

INSTRUCT PATIENT/CLIENT TO USE TOOTH WHITENING AGENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Mouth mirror
- Hand mirror
- Tooth whitening system and literature
- Saliva ejector tip
- Timer
- Manufacturers' guidelines
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Instruct how to use and demonstrate proper use of home delivery tooth whitening system to patient/client.

PERFORMANCE CRITERIA

Patient/client is instructed to use tooth whitening agents according to manufacturers' guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill varies with manufacturers' guidelines.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Discuss chosen tooth whitening system with dentist.
11. Give patient/client hand mirror.

12. Assess areas for whitening with patient/client. Review patient/client's medical and dental histories and dentition chart for contraindications.
13. Apply tooth whitening system (agent) following manufacturers' guidelines.
14. Instruct patient/client to observe application process.
15. Set timer (if applicable) to appropriate time, following manufacturers' guidelines.
16. Use adequate suction to remove saliva and excess whitening materials.
17. Remove tooth whitening system from patient/client's mouth (e.g., trays, strips, etc.).
18. Explain and provide written postoperative instructions to patient/client following manufacturers' guidelines and tooth whitening system's literature.
19. Document whitening system recommended and dispensed to patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of determining proper tooth whitening system and instructing patient/client on how to use home delivery tooth whitening systems.

Observe the performance of giving instructions under supervision.

PRODUCT

Proper tooth whitening system is recommended to patient/client and clear, accurate instructions are given to and demonstrated for patient/client on home delivery tooth whitening system.

PROCESS

All performance elements for instructing a patient/client to use home delivery tooth whitening systems are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Mouth mirror
- Desensitizing agent
- Cotton roll(s)
- Wooden point and porte polisher or cotton pellet(s) and cotton forceps
- 2% sodium fluoride solution
- Saliva ejector tip
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Apply desensitizing agent to appropriate tooth surfaces in patient/client's mouth.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to agent used and number of areas treated.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Determine appropriate desensitizing agent.
11. Determine treatment sequence.
12. Prepare desensitizing agent following manufacturers' guidelines.
13. Insert saliva ejector into patient/client's mouth.

14. Grasp mouth mirror in nondominant hand. Retract cheeks and other soft tissues in patient/client's mouth.
15. Dry area(s) to be treated using cotton roll.
16. Wipe exposed area with 2% sodium fluoride solution using cotton pellet.
17. Dry area thoroughly using cotton pellet or cotton roll.
18. Apply desensitizing agent following manufacturers' guidelines.
    a. Use cotton pellet for liquid preparation.
    b. Use wooden point and Porte polisher for paste preparation.
19. Explain and provide written postoperative instructions to patient/client.
20. Record in patient/client chart desensitizing preparation and method and tooth surfaces treated.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of applying a desensitizing agent. Observe the performance of procedures under supervision.

PRODUCT

Desensitizing agent is applied to appropriate surfaces on patient/client's teeth.

PROCESS

All performance elements for applying desensitizing agent are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart with completed histories
- Personal protective equipment (PPE)
- Mouth mirror
- Dental x-ray film
- Dental x-ray unit and room
- Film holders or cassette
- Lead apron with thyroid collar
- Informed consent form
- Radiation safety guidelines
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety and Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Prepare patient/client and armamentarium for exposure of radiographs.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Seat patient/client in x-ray room chair. Adjust occipital support.
3. Explain purpose of procedure to patient/client.
4. Instruct patient/client to remove eyeglasses, removable appliance, etc.
5. Obtain informed consent from patient/client or legal guardian.
6. Review patient/client's medical history for radiographic contraindications.
7. Place lead apron with thyroid collar on patient/client.
8. Set kVp, mA and timer following recommendations for radiograph(s) being exposed.
9. Wash hands.
10. Don gloves.
11. Use mouth mirror to examine patient/client's mouth for possible obstructions.

12. Prepare film packets, film holders and plastic cup behind lead wall or at safe distance from x-ray unit.
13. Open sterilized film holder packet.
14. Assemble film holders or cassettes following manufacturers' guidelines.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of preparing patient/client and armamentarium for radiographic exposure. Observe the performance of procedures under supervision.

PRODUCT

Patient/client and armamentarium are prepared for exposure of radiographs.

PROCESS

All performance elements for preparing patient/client and armamentarium for exposure of radiographs are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Dental x-ray unit
- X-ray film
- X-ray film positioning aids/devices
- Cotton rolls
- Lead apron with thyroid collar
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Radiation safety guidelines
- Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose intraoral radiographs using bisecting angle technique.

PERFORMANCE CRITERIA

Intraoral radiographs using bisecting angle technique are exposed following all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of radiographs to be exposed.

PERFORMANCE ELEMENTS

1. Prepare patient/client and armamentarium for exposure of radiographs. (See Skill 55.)
2. Place film against tooth and tissue allowing one-eighth inch beyond the occlusal/incisal surface.
3. Direct x-ray beam at an angle perpendicular to bisecting line.
4. Steady tube head.
5. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
6. Depress machine's exposure button. Continue to hold button until audible signal has completely stopped.
7. Remove film packet from patient/client's mouth.
8. Place exposed film into plastic cup outside x-ray exposure room.

9. Complete radiographic exposure(s) as prescribed by dentist.
10. Dismiss patient/client from exposure room.
11. Disinfect contaminated films.
12. Record in patient/client's chart the number of exposed films, kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing intraoral radiographs using bisecting angle technique. Observe the performance of procedures under supervision.

PRODUCT

Intraoral radiographs are exposed using bisecting angle technique.

PROCESS

All performance elements for exposing intraoral radiographs using bisecting angle technique are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Dental x-ray unit
- X-ray film
- X-ray film positioning aids/devices
- Cotton rolls
- Lead apron with thyroid collar
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Radiation safety guidelines
- Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose intraoral radiographs using paralleling technique.

PERFORMANCE CRITERIA

Intraoral radiographs using paralleling technique are exposed following all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of radiographs to be exposed.

PERFORMANCE ELEMENTS

1. Prepare patient/client and armamentarium for exposure of radiographs. (See Skill 55.)
2. Place film parallel to long axis of tooth.
3. Direct x-ray beam at a right angle to film.
4. Steady tube head.
5. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
6. Depress machine's exposure button. Continue to press button until audible signal has completely stopped.
7. Remove film packet from patient/client's mouth.
8. Place exposed film into plastic cup outside x-ray exposure room.
9. Complete radiographic exposure(s) as prescribed by dentist.

10. Dismiss patient/client from exposure room.
11. Disinfect contaminated films.
12. Record in patient/client's chart number of exposed films, kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing intraoral radiographs using paralleling technique. Observe the performance of procedures under supervision.

PRODUCT

Intraoral radiographs are exposed using paralleling technique.

PROCESS

All performance elements for exposing intraoral radiographs using paralleling technique are critical and must be performed in sequence.

EXPOSE CAVITY DETECTING RADIOGRAPHS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Dental x-ray unit
- X-ray film
- X-ray film positioning aids/devices
- Cotton rolls
- Lead apron with thyroid collar
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Radiation safety guidelines
- Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose cavity detecting radiographs.

PERFORMANCE CRITERIA

Cavity detecting radiographs are exposed following all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of radiographs to be exposed.

PERFORMANCE ELEMENTS

1. Prepare patient/client and armamentarium for exposure of radiographs. (See Skill 55.)
2. Position radiograph with tab or positioning instrument.
3. Hold film near lingual surface of teeth.
4. Instruct patient to close teeth on tab or instrument.
5. Direct x-ray beam between contacts and perpendicular to film with vertical angulation set at +8 degrees or aligned with ring.
6. Steady tube head.
7. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
8. Depress machine's exposure button. Continue to press button until audible signal has completely stopped.
9. Remove film packet from patient/client's mouth.

10. Place exposed film into plastic cup outside x-ray exposure room.
11. Complete radiographic exposure(s) as prescribed by dentist.
12. Dismiss patient/client from exposure room.
13. Disinfect contaminated films.
14. Record in patient/client's chart number of exposed films, kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing cavity detecting radiographs. Observe the performance of procedures under supervision.

PRODUCT

Cavity detecting radiographs are exposed.

PROCESS

All performance elements for exposing cavity detecting radiographs are critical and must be performed in sequence.

EXPOSE OCCLUSAL RADIOGRAPHS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Dental x-ray unit
- X-ray film
- X-ray film positioning aids/devices
- Cotton rolls
- Lead apron with thyroid collar
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Radiation safety guidelines
- Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose occlusal radiographs.

PERFORMANCE CRITERIA

Occlusal radiographs are exposed following all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of radiographs to be exposed.

PERFORMANCE ELEMENTS

1. Prepare patient/client and armamentarium for exposure of radiographs. (See Skill 55.)
2. Position film.
3. Instruct patient/client to close on film leaving two millimeters of an edge beyond incisors.
4. Move cone to vertical angulation of +65 to +75 degrees/maxillary, -40 to -55 degrees/mandibular.
5. Direct x-ray beam over bridge of nose for maxillary exposure or at midline of tip of chin for mandibular exposure.
6. Steady tube head.
7. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
8. Depress machine's exposure button. Continue to press button until audible signal has completely stopped.

9. Remove film packet from patient/client's mouth.
10. Place exposed film into plastic cup outside x-ray exposure room.
11. Complete radiographic exposure(s) as prescribed by dentist.
12. Dismiss patient/client from exposure room.
13. Disinfect contaminated films.
14. Record in patient/client's chart number of exposed films, kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing occlusal radiographs. Observe the performance of procedures under supervision.

PRODUCT

Occlusal radiographs are exposed.

PROCESS

All performance elements for exposing occlusal radiographs are critical and must be performed in sequence.

EXPOSE PANORAMIC RADIOGRAPHS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Personal protective equipment (PPE)
- Panoramic x-ray unit
- X-ray film
- X-ray cassette or container
- Head positioner
- Bite stick (panoramic)
- Lead apron
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Radiation safety guidelines
- Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose panoramic radiographs.

PERFORMANCE CRITERIA

Panoramic radiographs are exposed according to all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Prepare panoramic unit; assemble cassette and place in machine.
2. Explain purpose of procedure to patient/client.
3. Instruct patient/client to remove eyeglasses, removable appliance, etc.
4. Obtain informed consent from patient/client or legal guardian.
5. Review patient/client's medical history for radiographic contraindications.
6. Place lead apron with thyroid collar on patient/client.
7. Set kVp, mA and timer following recommendations for radiograph(s) being exposed.
8. Wash hands.
9. Don gloves.
10. Align patient/client's head so midsagittal plane is perpendicular to floor.
11. Instruct patient/client to place chin on chin rest. Align ala-tragus line slightly downward (anterior).

12. Instruct patient/client to bite on bite stick. Provide cotton roll if no bite stick is available.
13. Instruct patient/client to close his/her lips and place tongue against roof of mouth.
14. Instruct patient/client to not move.
15. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
16. Depress machine's exposure button. Continue to press button until audible signal has completely stopped.
17. Dismiss patient/client from exposure room.
18. Record in patient/client's chart number of extraoral films exposed and kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing panoramic radiographs. Observe the performance of procedures under supervision.

PRODUCT

Panoramic radiographs are exposed.

PROCESS

All performance elements for exposing panoramic radiographs are critical and must be performed in sequence.

EXPOSE CEPHALOMETRIC RADIOGRAPHS.

IL.02.HSS.DA.61

DENTAL IMAGING

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Personal protective equipment (PPE)
Cephaloimetric unit
X-ray film
X-ray cassette or container
Head positioner
Lead apron
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations
Radiation safety guidelines
Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose cephalometric radiographs.

PERFORMANCE CRITERIA

Cephalometric radiographs are exposed according to all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Prepare cephalometric unit; assemble cassette and place in machine.
2. Explain purpose of procedure to patient/client.
3. Instruct patient/client to remove eyeglasses, removable appliance, etc.
4. Obtain informed consent from patient/client or legal guardian.
5. Review patient/client's medical history for radiographic contraindications.
6. Place lead apron with thyroid collar on patient/client.
7. Set kVp, mA and timer following recommendations for radiograph(s) being exposed.
8. Wash hands.
9. Don gloves.

10. Align patient/client with cassette for the following projections.
    a. Lateral skull projection: hold cassette parallel to sagittal plane of skull and direct central beam at external auditory meatus.
    b. Posteroanterior projection: position patient/client so nose and forehead are against cassette. Direct central beam at a zero degree vertical angle toward external occipital protuberance.
11. Instruct patient/client to not move.
12. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
13. Depress machine's exposure button. Continue to press button until audible signal has completely stopped.
14. Dismiss patient/client from exposure room.
15. Record in patient/client's chart number of extraoral films exposed and kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing cephalometric radiographs. Observe the performance of procedures under supervision.

PRODUCT

Cephalometric radiographs are exposed.

PROCESS

All performance elements for exposing cephalometric radiographs are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Personal protective equipment (PPE)
- Dental x-ray unit
- X-ray film
- X-ray cassette or container
- Head positioner
- Lead apron
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations
- Radiation safety guidelines
- Illinois Department of Nuclear Safety guidelines

WORK TO BE PERFORMED

Expose transcranial radiographs.

PERFORMANCE CRITERIA

Transcranial radiographs are exposed according to all radiation safety guidelines.

Skill is performed at 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Prepare x-ray unit.
2. Seat patient/client in x-ray room chair. Adjust occipital support.
3. Explain purpose of procedure to patient/client.
4. Instruct patient/client to remove eyeglasses, removable appliance, etc.
5. Obtain informed consent from patient/client or legal guardian.
6. Review patient/client's medical history for radiographic contraindications.
7. Place lead apron with thyroid collar on patient/client.
8. Set kVp, mA and timer following recommendations for radiograph(s) being exposed.
9. Wash hands.
10. Don gloves.
11. Assemble cassette and place appropriate lead shielding.
12. Position patient/client's head parallel to cassette with side to be radiographed positioned closest to cassette.

13. Direct central beam approximately two and one-half inches above and one-half inch in front of external auditory meatus using vertical angulation of 25-30 degrees.
14. Take three exposures of each condyle. Instruct patient/client to open and then close and rest jaw. Move lead shield on cassette between each exposure.
15. Repeat exposures on opposite side.
16. Instruct patient/client to not move.
17. Step behind protective barrier while viewing patient/client to verify correct position of x-ray beam.
18. Depress machine's exposure button. Continue to press button until audible signal has completely stopped.
19. Dismiss patient/client from exposure room.
20. Record in patient/client's chart number of extraoral films exposed and kVp, mA and exposure time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Illinois Department of Nuclear Safety guidelines are followed.

Test principles of exposing transcranial radiographs. Observe the performance of procedures under supervision.

PRODUCT

Transcranial radiographs are exposed.

PROCESS

All performance elements for exposing transcranial radiographs are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Exposed radiograph(s)
Dark room with safe light (2)
Tanks (3) with processing solution and circulating water
Developer and fixer solution
Film hanger with identifying label
Replenisher solution
Stirring rod
Pencil
Drying rack
Waste container
Timer
Thermometer
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Process exposed radiograph film manually.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 35-40 minutes; however, time may vary due to temperature of developing solution.

PERFORMANCE ELEMENTS

1. Wash hands.
2. Don PPE.
3. Close and lock darkroom door.
4. Check solution and water levels and add replenisher if indicated.
5. Stir solutions. Use separate stirring rods for each solution.
6. Check temperature of solution using thermometer(s).
7. Determine film developing time following manufacturers' guidelines.
8. Select film hanger and write patient/client's name and date on identification label.
9. Turn off room light and verify that no outside light is present.
10. Turn on darkroom safe light.
11. Unwrap film packets and remove film.

12. Attach film(s) to film hanger.
13. Place film hanger in developer and agitate hanger slightly in tank.
14. Start timer and replace tank cover.
15. Remove film hanger from developer when timer rings and rinse in water tank for 20 seconds.
16. Place film hanger into fixer solution for at least ten minutes and agitate slightly in tank.
17. Start timer and replace tank cover.
18. Remove film hanger from fixer when timer rings and rinse in water tank for 20 minutes. Set timer.
19. Remove film hanger from water tank and hang on drying rack.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of processing exposed radiograph films manually. Observe the performance of procedures under supervision.

PRODUCT

Radiographs are manually processed with no damage to image.

PROCESS

All performance elements for manually processing exposed radiographs are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Exposed radiograph(s)
Automatic processor
Main water valve
Replenisher solutions
Handheld thermometer
Waste container

WORK TO BE PERFORMED

Process radiographs using automatic processor.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Remove cover to processor.
2. Check solution level in internal replenishing tanks and add replenisher solution if indicated.
3. Turn on main water valve.
4. Observe solutions in internal tanks and check for churning motion.
5. Replace cover of processor.
6. Insert cleaning film and wait for processor ready light to turn on.
7. Check temperature of solutions using handheld thermometer.
8. Depress process switch.
9. Insert your hands into daylight loader of processor.
10. Unwrap film packets and remove film.
11. Feed films into alternating slots in processor.
12. Pull lever to release films onto rollers. Wait 15 seconds after films have contacted rollers before inserting additional films.
13. Place light-blocking cover over film-loading slots before removing hands from daylight loader of processor.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of processing exposed radiograph film through an automatic processor. Observe the performance of procedures under supervision.

PRODUCT

Radiograph(s) is processed using automatic processor with no damage to image.

PROCESS

All performance elements for processing radiographs with automatic processor are critical and must be performed in sequence.

DUPLICATE RADIOGRAPHS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Original radiographs
Duplicating film packets
Duplicator
Dark room with safe light or duplicator with daylight loader
Waste container

WORK TO BE PERFORMED

Duplicate original radiographs with clear and precise quality.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Prepare duplicator following manufacturers' guidelines.
2. Place duplicating film packets and original radiographs in a darkroom with safe light or in a daylight loader that houses duplicating system.
3. Close darkroom door, turn off light and illuminate safe light or close safety view glass and insert hands through cuffs of daylight loader.
4. Separate and lift retainer plate from duplicator door and stabilize it.
5. Remove duplicating film from film packet.
6. Place original radiographs and duplicating film in duplicator.
7. Close duplicator door and push it down firmly. Activate light source.
8. Open duplicator door after light source shuts off.
9. Remove films from duplicator.
10. Process duplicating film.
11. Label processed duplicating film with patient/client's name, date of original exposure, date of duplication, radiography clinician's name and duplicator's name.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of duplicating radiographs. Observe the performance of procedures under supervision.

PRODUCT

Duplicate copy of original radiographs is completed with clear and precise quality.

PROCESS

All performance elements for duplicating original radiographs are critical and must be performed in sequence.

MOUNT RADIOGRAPHS.

IL.02.HSS.DA.66

DENTAL IMAGING

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Processed radiographs
Viewbox
X-ray mount
Pen
Magnifying glass
Properly illuminated x-ray viewing room

WORK TO BE PERFORMED

Mount and label exposed and processed radiographs for viewing by clinician.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Prepare viewbox and x-ray viewing room.
2. Arrange radiographs on viewbox with raised dots oriented in same direction. Use magnifying glass for optimum vision.
3. Position maxillary posterior radiographs with crowns of teeth toward bottom edge of mount.
   a. Identify mesial or distal landmarks to determine right and left images.
   b. Place premolar projections closer to middle of mount.
4. Position maxillary anterior radiographs with crowns of teeth toward bottom edge of mount.
   a. Identify right and left incisor projections.
   b. Identify central incisor projection.
   c. Place central projection in center of mount.
5. Position mandibular posterior radiographs with crowns of teeth toward top edge of mount.
   a. Identify mesial and distal landmarks to determine right and left images.
   b. Place premolar projections closer to middle of mount.
6. Position mandibular anterior radiographs with crowns of teeth toward top edge of mount.
   a. Identify right and left incisor projections.
   b. Identify central projection.
   c. Place central projection in center of mount.

7. Position bitewing radiographs with Curve of Spee directed upward toward distal. Place most mesial structures toward middle of mount.
8. Label x-ray mount with patient/client's name, date of exposure, radiography clinician's name, prescribing dentist's name and total number of radiographs exposed. Include number of retakes exposed.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of mounting radiographs. Observe the performance of procedures under supervision.

PRODUCT

Exposed and processed radiographs are properly mounted and labeled for viewing by clinician.

PROCESS

All performance elements for mounting radiographs are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Personal protective equipment (PPE)
- Operatory computer and appropriate software
- Radiography unit(s)
- Sensor and film holder
- Computerized intraoral camera
- Disposable sheath(s)
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Produce computerized dental images for diagnosis, patient/client education and development of treatment plans.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to technique and equipment used and number of images produced.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Determine imaging equipment and procedure to be performed.
11. Prepare equipment following manufacturers' guidelines. Cover intraoral devices with appropriate disposable sheaths.
12. Determine images to be produced as prescribed by dentist.

13. Use the following appropriate imaging methods:
    a. Digital intraoral camera
        1) Adjust dental light for maximum illumination.
        2) Grasp intraoral camera with dominant hand using modified pen grasp and establish secure finger rest.
        3) Insert camera into patient/client's mouth and direct camera toward intraoral structures to be photographed.
        4) Activate camera following manufacturers' guidelines.
        5) Adjust image size, contrast, brightness, etc. on computer screen.
    b. Digital intraoral radiographs
        1) Determine placement of image receptor plate in oral cavity.
        2) Insert image receptor plate into patient/client's mouth.
        3) Have patient/client secure plate in his/her mouth.
        4) Activate digital radiography device following manufacturers' guidelines.
        5) Adjust image size, contrast, density, etc. on computer screen.
    c. Digital panoramic radiographs
        1) Align patient/client's head so midsagittal plane is perpendicular to floor.
        2) Instruct patient/client to place chin on chin rest. Align ala-tragus line slightly downward.
        3) Instruct patient/client to bite down gently on bite stick.
        4) Instruct patient/client to close his/her lips and place his/her tongue on roof of mouth.
        5) Activate digital device following manufacturers' guidelines.
        6) Adjust image size, contrast, density, etc. on computer screen.
14. Save images on hard drive.
15. Record in patient/client's chart number of images produced and device used.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of producing computerized dental images. Observe the performance of procedures under supervision.

PRODUCT

Computerized, diagnostic quality dental images are produced.

PROCESS

All performance elements for producing computerized dental images are critical and must be performed in sequence.

ASSIST WITH AMALGAM RESTORATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Anesthetic tray setup
- Dental dam tray setup
- Amalgam tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with preparation, evacuation, transfer of instruments and maintenance of clear operating field during an amalgam restoration.

PERFORMANCE CRITERIA

Materials are dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of surfaces.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Transfer and receive mirror and explorer.
11. Apply topical anesthetic.
12. Assist with local anesthetic.
13. Rinse patient/client's mouth.
14. Place isolation materials in area being restored.

15. Maintain clear field of operation during the restorative procedure.
16. Transfer hand-cutting instruments as needed (using one hand method).
17. Rinse and dry cavity preparation.
18. Mix and transfer medicaments as needed.
19. Place matrix and wedges on prepared tooth/teeth as needed.
20. Mix, load and transfer amalgam carrier.
21. Transfer amalgam instruments.
22. Remove matrix and wedges if necessary.
23. Remove isolation material.
24. Assist with occlusal adjustment.
25. Rinse mouth.
26. Explain and provide written postoperative instructions to patient/client.
27. Dismiss patient/client.
28. Record procedure in patient/client chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting during an amalgam restoration. Observe the performance of procedures under supervision.

PRODUCT

Assistance with amalgam restoration is completed.

PROCESS

All performance elements for assisting with amalgam restoration are critical and must be performed in sequence.

ASSIST WITH LIGHT CURE COMPOSITE RESTORATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Anesthetic tray setup
- Dental dam tray setup
- Composite tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with preparation, evacuation, transfer of instruments and maintenance of clear operating field during light cure composite restoration.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of surfaces to be treated.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Transfer and receive mirror and explorer.
11. Apply topical anesthetic.
12. Assist with local anesthetic.

13. Rinse patient/client's mouth.
14. Place isolation material.
15. Maintain clear field of operation during the restorative procedure.
16. Transfer hand-cutting instruments as needed (using one hand method).
17. Rinse and dry cavity preparation.
18. Mix and transfer medicaments as needed.
19. Place matrix and wedges on prepared tooth/teeth as needed.
20. Transfer etchant.
21. Rinse and evacuate etchant with copious amounts of water before drying.
22. Transfer bonding agent.
23. Thin bonding agent with a gentle stream of air.
24. Transfer composite material and instruments.
25. Cure composite material.
26. Remove matrix and wedge.
27. Remove isolation material.
28. Maintain clear field while operator completes final polish of surface.
29. Assist with occlusal adjustment.
30. Explain and provide written postoperative instructions to patient/client.
31. Dismiss patient/client.
32. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting during a light cure composite restoration.
Observe the performance of procedures under supervision.

PRODUCT

Operator is assisted with light cure composite restoration.

PROCESS

All performance elements for assisting with light cure composite restoration are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

CLEAN REMOVABLE APPLICANCE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client with removable appliance(s)
Dental operatory
Dental unit with power-driven handpiece
Small plastic zip-lock bag
Prophy angle and rubber cup
Nonabrasive (fine) polishing agent
Ultrasonic cleaning unit and solution
Plastic cup or container
Dental lathe with fine wet abrasive in laboratory
Ultrasonic and tip insert
Scalers and curettes
Sterile rag wheel
Personal Protective Equipment (PPE)
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Clean removable appliance(s) to remove plaque, calculus and stain without damage to appliance.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to amount of debris to be removed, condition of appliance and cleaning method used.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Instruct patient/client to remove appliance and place into plastic cup or container provided.

11. Inspect appliance.
    a. Look at deposit accumulation and condition of appliance.
    b. Check for cracks, fractures, missing teeth and broken wires or clasps.
12. Determine debris removing method to be used.
    a. Ultrasonic cleaning unit method
        1) Place appliance into zip-lock bag containing ultrasonic or cleaning solution.
        2) Place bag into ultrasonic cleaning unit.
        3) Turn on unit following manufacturers' recommendations.
        4) Remove bag from ultrasonic unit.
        5) Rinse appliance under warm water.
    b. Manual cleaning method
        1) Line partially water-filled sink with paper towels.
        2) Remove calculus and debris from appliance using scalers and curettes. Establish fingerest and use care to not scratch or gouge appliance.
        3) Avoid scaling internal impression surface of appliance.
    c. Motor-driven polishing method
        1) Polish denture using power-driven handpiece, prophy angle and rubber cup.
        2) Use nonabrasive (fine) polishing agent.
        3) Apply rubber cup to appliance, flaring cup on metal and acrylic portions of appliance.
        4) Avoid polishing internal impression surface of appliance.
        5) Rinse appliance under warm water to remove polishing agent.
    d. Dental lathe polishing method
        1) Prepare sterile rag wheel and lathe by wetting wheel and placing onto lathe. Use fine abrasive cleansing agent.
        2) Hold appliance in two-handed grip. Cover clasps with fingers.
        3) Run lathe at slow speed and apply appliance gently to rag wheel. Constantly change surface applied to wheel.
        4) Rinse appliance under warm water.
13. Document in patient/client's record the method and abrasive product used to clean the appliance.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed

Test principles of cleaning removable appliances. Observe the performance of procedures under supervision.

PRODUCT

Bacterial plaque, calculus and stain are removed from patient/client's removable appliance with no damage to acrylic, porcelain, metal wires, frame and clasps.

PROCESS

All performance elements for performing cleaning of a removable appliance are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Mouth mirror
- Explorer
- Excavator
- Saliva ejector tip
- Dental floss/dental floss aids
- Written postoperative instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Remove excess cement from clinical crown of tooth surface.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to amount of excess cement material present.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Remove excess cement from clinical crown using explorer or excavator.
11. Check progress of procedure by rinsing and drying area.
12. Floss contacts.
13. Explain and provide written postoperative instructions to patient/client.
14. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of removing cement material from clinical crown. Observe the performance of procedures under supervision.

PRODUCT

Removal of cement material is completed.

PROCESS

All performance elements for removing cement material are critical and must be performed in sequence.

ASSIST WITH DENTURE(S) RELINING

IL.02.HSS.DA.72

PROSTHODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Removable prosthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety and Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with denture(s) relining.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on complexity of denture(s) to be relined.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with chairside relining.
    a. Remove existing denture from patient/client and place in ultrasonic.
    b. Roughen tissue side of denture.
    c. Instruct patient/client to rinse with mouthwash.
    d. Mix reline impression material, place into denture and insert into patient/client's mouth.
    e. Remove impression.
    f. Assist operator with removal of excess material.

g. Disinfect denture when adjustments are complete.
h. Place relined denture in patient/client's mouth.
i. Explain and provide written postoperative instructions to patient/client.
j. Dismiss patient/client.
k. Record procedure in patient/client's chart.

11. Assist with laboratory relining.
    a. Follow steps 1-9.
    b. Mix and place impression material in prepared denture.
    c. Transfer denture to operator for insertion.
    d. Remove denture from patient/client's mouth as material sets.
    e. Disinfect denture and clean patient/client's face.
    f. Dismiss patient/client.
    g. Complete laboratory prescription form.
    h. Record procedure in patient/client's chart.
12. Assist with delivery appointment of relined denture.
    a. Follow steps 1-9.
    b. Rinse and disinfect denture.
    c. Transfer denture to operator for insertion.
    d. Assist operator with adjustments.
    e. Explain and provide written postoperative instructions to patient/client.
    f. Dismiss patient/client.
    g. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of assisting with denture relining. Observe the performance of procedures under supervision.

PRODUCT

Assistance with denture relining is completed.

PROCESS

All performance elements for assisting with denture relining are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH REMOVABLE PARTIAL DENTURE APPOINTMENTS.

IL.02.HSS.DA.73

PROSTHODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Removable prosthodontic tray setup
- Written postoperative instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with removable partial denture appointments.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on complexity of partial denture.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with final impression appointment.
    a. Assist with teeth preparation.
    b. Select and try in custom or stock tray
    c. Coat tray with adhesive.
    d. Mix and load impression material.
    e. Transfer tray to operator.
    f. Remove impression.
    g. Assist with bite registration.
    h. Assist with shade and mold selection.
    i. Clean patient/client's face.

j. Dismiss patient/client.
k. Disinfect impressions and bite registration and prepare for laboratory.
l. Record procedure in patient/client's chart.

11. Assist with try-in appointment.
    a. Follow steps 1-9.
    b. Insert denture wax setup.
    c. Assist with adjustments.
    d. Give hand mirror to patient/client to view denture wax setup.
    e. Dismiss patient/client.
    f. Disinfect denture wax setup and prepare for laboratory.
    g. Record procedure in patient/client's chart.
12. Assist with delivery appointment.
    a. Follow steps 1-9.
    b. Assist with adjustments.
    c. Transfer pliers for adjustment.
    d. Instruct patient/client on placement, removal and care of appliance.
    e. Provide written postoperative instructions to patient/client.
    f. Dismiss patient/client.
    g. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of assisting with removable partial denture appointments. Observe the performance of the procedures under supervision.

PRODUCT

Assistance with removable partial denture appointments is completed.

PROCESS

All performance elements for assisting with removable partial denture appointments are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH COMPLETE DENTURE APPOINTMENTS.

IL.02.HSS.DA.74

PROSTHODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Removable prosthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with complete denture appointments.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on complexity of complete denture appointments.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with securing preliminary records.
11. Assist with final impression appointment.
    a. Follow steps 1-9.
    b. Evaluate fit of custom tray.
    c. Assist with border molding of custom tray.
    d. Mix and load impression material in custom tray.
    e. Remove impression.
    f. Disinfect impression and prepare for laboratory.

g. Clean patient/client's face and dismiss him/her.
h. Record procedure in patient/client's chart.

12. Assist with centric and vertical relationship appointment.
    a. Follow steps 1-9.
    b. Try in base plate and bite rims.
    c. Assist with adjustments as needed.
    d. Assist with shade and mold selection.
    e. Complete laboratory prescription form.
    f. Dismiss patient/client.
    g. Disinfect base plate and bite rims and prepare for laboratory.
    h. Record procedure in patient/client's chart.
13. Assist with try-in appointment.
    a. Disinfect denture wax setup prior to placement.
    b. Follow steps 1-9.
    c. Insert denture wax setup.
    d. Assist with adjustments.
    e. Give patient/client a hand mirror to view denture wax setup.
    f. Remove denture wax setup and disinfect and prepare for laboratory.
    g. Dismiss patient/client.
    h. Record procedure in patient/client's chart.
14. Assist with delivery appointment.
    a. Follow steps 1-9.
    b. Assist with denture insertion.
    c. Assist with adjustments.
    d. Instruct patient/client on placement, removal and care of denture.
    e. Provide written postoperative instructions to patient/client.
    f. Dismiss patient/client.
    g. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with complete denture appointments. Observe the performance of procedures under supervision.

PRODUCT

Assistance with complete denture appointments is completed.

PROCESS

All performance elements for assisting with complete denture appointments are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH PREPARATION AND CEMENTATION OF CROWN OR BRIDGE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Retraction cord setup
- Fixed prosthodontic tray setup
- Temporary crown tray setup
- Anesthetic tray setup
- Rubber dam tray setup (optional)
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with preparation and cementation of crown or bridge.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of teeth being prepared for crown or bridge.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with preparation appointment.
    a. Assist with anesthetic.
    b. Secure matrix for fabrication of temporaries.

c. Select crown shade.
d. Assist with preparation of teeth.
e. Place retraction cord on prepared tooth/teeth.
f. Select type of tray and impression material to be used.
g. Mix light-bodied impression material and load syringe.
h. Transfer cotton pliers to operator for removal of retraction cord.
i. Transfer syringe.
j. Mix impression material and load in selected tray.
k. Transfer impression tray to operator.
l. Remove and rinse impression.
m. Take a bite registration.
n. Prepare temporary coverage and assist operator with cementation.
o. Remove excess cement from patient/client's mouth.
p. Check and assist with occlusal adjustment.
q. Explain and provide written postoperative instructions to patient/client.
r. Dismiss patient/client.
s. Disinfect impression and bite registration and prepare for laboratory.
t. Record procedure in patient/client's chart.

11. Assist with cementation of crown or bridge.
    a. Follow steps 1-9.
    b. Assist with anesthetic if necessary.
    c. Remove the temporary coverage and excess cement.
    d. Insert permanent crown/bridge into patient/client's mouth and assist with adjustments.
    e. Isolate area.
    f. Mix and place permanent cement in crown/bridge and transfer to operator.
    g. Remove excess cement from patient/client's mouth.
    h. Recheck occlusion and assist with adjustments.
12. Explain and provide written postoperative instructions to patient/client.
13. Dismiss patient/client.
14. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of assisting with crown or bridge preparation and cementation. Observe the performance of the procedures under supervision.

PRODUCT

Assistance with preparation and cementation of crown or bridge is completed.

PROCESS

All performance elements for assisting with preparation and cementation of crown or bridge are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH PREPARATION AND CEMENTATION OF PORCELAIN VENEERS.

IL.02.HSS.DA.76

PROSTHODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Patient/client chart
Personal protective equipment (PPE)
Basic tray setup
Dental dam tray setup
Temporary crown tray setup
Retraction cord tray setup
Fixed prosthodontics tray setup
Anesthetic tray setup
Written postoperative instructions
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with preparation and cementation of porcelain veneers.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of veneers being fabricated.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with preparation appointment.
    a. Take a bite registration.
    b. Polish patient/client's teeth.
    c. Assist with tooth preparation.

d. Place retraction cord on prepared tooth/teeth.
e. Assist with final impression.
f. Fabricate temporary veneers.
g. Remove retraction cord.
h. Explain and provide written postoperative instructions to patient/client.
i. Dismiss patient/client.
j. Prepare and disinfect impression and prepare prescription for laboratory.
k. Record procedure in patient/client's chart.

11. Assist with cementation appointment.
    a. Follow steps 1-9.
    b. Remove the temporary veneers.
    c. Polish teeth.
    d. Try in veneers.
    e. Assist with adjustments.
    f. Clean and dry inside of veneers.
    g. Place acid etch on inside of veneers.
    h. Apply thin layer of light-cured bonding material to inside of veneers.
    i. Prepare teeth for bonding.
    j. Assist with bonding procedure.
    k. Assist with removal of excess bonding material from patient/client's mouth.
    l. Assist with final polishing and finishing of veneers.
    m. Explain and provide written postoperative instructions to patient/client.
    n. Dismiss patient/client.
    o. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of assisting with the preparation and cementation of porcelain veneers. Observe the performance of procedures under supervision.

PRODUCT

Assistance with preparation and cementation of porcelain veneers is completed.

PROCESS

All performance elements for assisting with preparation and cementation of porcelain veneers are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

CONSTRUCT CUSTOM TRAY

IL.02.HSS.DA.77

PROSTHODONTIC

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Maxillary and/or mandibular casts
Laboratory knife
Wax spatula
Spacer material and heat source
Tray resin and measuring devices
Wooden tongue blade and lined paper wax cup
Petroleum jelly
Pencil
Dental lathe/handpiece
Lab bur(s)
Vacuum forming machine
Acrylic resin sheet(s)
Manufacturers' directions

WORK TO BE PERFORMED

Construct custom tray in dental laboratory on working cast.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill is determined by construction method used.

PERFORMANCE ELEMENTS

1. Prepare cast.
   a. Outline area for spacer to be placed with pencil.
   b. Adapt spacer material to cast, following pencil outline.
   c. Trim excess spacer material.
   d. Cut several stops on top of spacer material.
2. Prepare self-curing acrylic tray.
   a. Measure and mix acrylic material.
   b. Lubricate cast and hands with light coat of petroleum jelly.
   c. Place dough-like patty on cast covering the spacer material.
   d. Adapt and smooth material to cast.
   e. Shape handle on cast.
   f. Trim excess material.
   g. Remove tray from cast after initial setup.
   h. Remove spacer material from tray.
3. Prepare vacuum-formed acrylic tray.
   a. Select and position acrylic sheet in vacuum-forming unit.

b. Place cast on platform of vacuum-forming unit.
c. Activate heating element on vacuum-forming unit.
d. Allow resin sheet to sag downward about one inch.
e. Pull frame downward allowing resin to cover cast.
f. Turn on vacuum.
g. Turn off heating element and vacuum.
h. Remove resin from frame.
i. Trim excess resin.

4. Perform finishing.
   a. Trim rough edges with lab bur.
   b. Clean and disinfect custom tray.
   c. Write patient/client's name on tray.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of constructing a custom tray.

Observe the performance of procedures under supervision.

PRODUCT

Custom tray is constructed.

PROCESS

All performance elements for constructing custom tray are critical and must be performed in sequence.

ASSIST WITH OPENING AND PREPARING CANALS.

IL.02.HSS.DA.78

ENDODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Anesthetic tray setup
- Dental dam tray setup
- Basic tray setup
- Specific endodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with opening and preparing canals.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure and number of appointments.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Apply topical anesthetic.
11. Assist with local anesthetic.
12. Isolate tooth with dental dam.
13. Maintain clear field of operation during the restorative procedure.
14. Transfer hand-cutting instruments as needed (using one hand method).

15. Transfer barbed broach to operator after opening of tooth.
16. Receive barbed broach on gauze sponge.
17. Transfer endodontic file with stop to operator.
18. Take x-ray with file in place to locate apex of tooth.
19. Measure files with stops after operator views x-ray and determines length of canal.
20. Receive files as operator completes debridement.
21. Irrigate canal(s) as necessary.
22. Keep files in order and free of debris.
23. Transfer paper points.
24. Medicate with cotton pellet.
25. Prepare and transfer temporary material.
26. Assist with placement of temporary material.
27. Remove dental dam.
28. Assist with occlusal adjustment.
29. Explain and provide written postoperative instructions to patient/client.
30. Dismiss patient/client.
31. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with opening and preparing canals. Observe the performance of procedures under supervision..

PRODUCT

Assistance with opening and preparing canals is completed.

PROCESS

All performance elements for assisting with opening and preparing canals are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH ROOT CANAL OBTURATION PROCEDURE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Anesthetic tray setup
- Dental dam tray setup
- Basic tray setup
- Specific endodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with root canal obturation procedure.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure and number of appointments.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Apply topical anesthetic.
11. Assist with local anesthetic.
12. Isolate tooth with dental dam.
13. Maintain clear field of operation during the restorative procedure.
14. Assist with removal of temporary material from patient/client's mouth.

15. Transfer measured endodontic files with stops to operator.
16. Transfer irrigating solution to operator as needed; use high volume evacuation (HVE) tip.
17. Transfer sterile paper points.
18. Transfer gutta percha master cone.
19. Expose and process radiograph with gutta percha cone in place at desired length.
20. Remove gutta percha cone and prepare root canal sealer.
21. Place sealer on lentulo spiral and gutta percha cone.
22. Transfer lentulo spiral to operator and gutta percha cone with locking cotton plier forceps.
23. Transfer spreader and auxillary gutta percha points as needed.
24. Transfer a hot instrument to operator to remove excess gutta percha.
25. Hold 2x2 gauze to remove material from instrument.
26. Expose final radiograph; process and mount.
27. Prepare and transfer temporary material.
28. Assist with placement of temporary material.
29. Remove rubber dam.
30. Assist with occlusal adjustment.
31. Explain and provide written postoperative instructions to patient/client.
32. Dismiss patient/client.
33. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with root canal obturation procedure. Observe the performance of procedures under supervision.

PRODUCT

Assistance with root canal obturation procedure is completed.

PROCESS

All performance elements for assisting with root canal obturation procedure are critical. Performance elements are numbered to show appropriate sequence for completing the skill; a different sequence may be used.

ASSIST WITH PULPOTOMY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Anesthetic tray setup
- Dental dam tray setup
- Specific endodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist operator during a pulpotomy procedure.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Apply topical anesthetic.
11. Assist with local anesthetic.
12. Place dental dam.
13. Maintain clear field of operation during procedure.
14. Prepare cotton pellet with medicant.
15. Transfer cotton pellet to operator with locking cotton pliers.

16. Pass cotton pliers for removal of cotton pellet after five minutes.
17. Prepare and transfer temporary material.
18. Assist with placement of temporary material.
19. Remove dental dam.
20. Assist with occlusal adjustment.
21. Explain and provide written postoperative instructions to patient/client.
22. Dismiss patient/client.
23. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting during a pulpotomy procedure. Observe the performance of procedures under supervision.

PRODUCT

Assistance with pulpotomy procedure is completed.

PROCESS

All performance elements in assisting with pulpotomy procedure are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH APICOECTOMY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Basic tray setup
- Suture tray setup
- Anesthetic tray setup
- Apicoectomy tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with apicoectomy.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Apply topical anesthetic.
11. Assist with local anesthetic.
12. Transfer scalpel.
13. Transfer periosteal elevator and tissue retractors to operator.
14. Maintain clear field of operation during procedure.
15. Transfer high speed handpiece.

16. Transfer curette.
17. Remove debris from instruments with gauze.
18. Irrigate and evacuate surgical site.
19. Prepare and transfer retrograde filling material.
20. Assist with placement of material.
21. Prepare and transfer suture.
22. Cut suture as operator directs.
23. Explain and provide written postoperative instructions to patient/client.
24. Dismiss patient/client.
25. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting during apicoectomy procedure. Observe the performance of procedures under supervision.

PRODUCT

Assistance with apicoectomy procedure is completed.

PROCESS

All performance elements for assisting with apicoectomy are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM SURGICAL SCRUB OF HANDS AND ARMS.

IL.02.HSS.DA.82

ORAL AND MAXILLOFACIAL SURGERY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Timed scrub method
- Count scrub (stroke) method
- Sterile nail cleaner (pick)
- Protective eyewear
- Personal protective equipment (PPE)
- Antimicrobial soap
- Sterile scrub brush
- Facility policy and procedures for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Perform surgical scrub of hands and arms.

PERFORMANCE CRITERIA

Surgical scrub of hands and arms is performed according to facility policy and procedures.

Skill is performed at 100% accuracy.

A timed scrub will be performed for five minutes minimum. A count scrub consists of a specified number of strokes to designated hand and arm areas.

PERFORMANCE ELEMENTS

1. Cover mouth/nose/eyes.
2. Remove disposable brush on the back of scrub sink from its wrapper.
3. Wash hands and arms to a point two inches above elbow with antimicrobial soap. Rinse with running water.
4. Clean under fingernails using pick provided, rinsing often under running water.
5. Place brush under running water to activate impregnated antimicrobial soap. (Be sure that fingers holding brush do not extend over edges of brush.)
6. Scrub on top of fingernails and under fingernails of left hand with short, quick strokes.
7. Scrub thumb of left hand on four sides; go around thumb two times, scrubbing each side.
8. Scrub area between thumb and index finger on left hand, going around area two times.
9. Scrub each finger, going around each finger two times, then scrubbing the skin between fingers with each move to the next finger.

10. Scrub knuckles of fingers and thumb in crosswise fashion, using short, brisk, firm movements.
11. Apply additional soap as needed by holding brush under water and keeping elbows lower than hands.
12. Scrub back, sides and palm of hand, going around hand two times, using small, brisk, circular movements.
13. Scrub wrist and arm 2-3 inches at a time, in circular movements, going around wrist and arm two times.
14. Proceed forward with scrubbing; do not go back over what has been scrubbed.
15. Scrub arm to a point two inches above elbow.
16. Rinse scrub brush with water and add more soap.
17. Place scrub brush in left hand.
18. Scrub right hand and arm by repeating Steps 5-15.
19. Drop brush into sink.
20. Rinse left hand and arm.
21. Rinse right hand and arm.
22. Hold hands together in front of body.
23. Allow water to drip off elbows into sink.
24. Proceed into procedure room.

Special Notes:

Never let fingers touch over edges of brush on contaminated skin. Make sure elbows are always kept below hands.

Be careful not to touch soap dispenser or water faucet or any other article during scrub. If items are touched, skin area is re-scrubbed.

If brush is dropped during scrub, circulating nurse will open a new one. Proceed with scrub.

Keep track of time and strokes. Scrub in proper manner for five minutes with proper strokes required to render skin aseptically clean. Longer time may be taken, but no shorter time.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of performing surgical scrub of hands and arms. Observe the performance of surgical scrub of hands and arms.

PRODUCT

Surgical scrub of hands and arms is performed to a level of two inches above the elbow.

PROCESS

All performance elements for performing surgical scrub of hands and arms are critical and must be performed in sequence.

ASSIST WITH BASIC EXTRACTION.

IL.02.HSS.DA.83

ORAL AND MAXILLOFACIAL SURGERY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Anesthetic tray setup
- Specific oral surgery tray setup
- Written postoperative instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with basic extraction procedure.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of extraction procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Apply topical anesthetic.
11. Assist with local anesthetic.
12. Transfer mirror and explorer.
13. Transfer periosteal elevator.
14. Transfer straight/curved elevator.
15. Maintain clear field of operation during procedure.
16. Transfer forcep.
17. Retrieve forcep with extracted tooth.
18. Transfer curette.
19. Transfer gauze sponge.

20. Explain and provide written postoperative instructions to patient/client.
21. Dismiss patient/client.
22. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting during basic extraction. Observe the performance of procedure under supervision.

PRODUCT

Assistance with basic extraction is completed.

PROCESS

All performance elements for assisting with basic extraction are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH COMPLEX SURGICAL EXTRACTION(S).

IL.02.HSS.DA.84

ORAL AND MAXILLOFACIAL SURGERY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Sterile scrub brush with antimicrobial soap
- Anesthetic tray setup
- Specific surgical tray setup
- Suture tray setup
- Written postoperative instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with complex surgical extraction(s).

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Position patient/client.
7. Adjust light for maximum illumination.
8. Open outer layer of sterile package.
9. Perform surgical scrub.
10. Don sterile gloves.
11. Open inner layer of sterile package while maintaining sterile field.
12. Apply topical anesthetic.
13. Assist with local anesthetic.

BEST COPY AVAILABLE

14. Assist with surgical procedure (multiple extractions, alveoplasty, soft tissue impactions and bony impactions).
    a. Transfer surgical instruments (scalpel, periosteal elevator, elevators, forceps, root tip pick, tissue retractors, rongeurs, curette, surgical burs, bone file).
    b. Maintain clear field of operation during procedure.
    c. Irrigate and evacuate surgical site.
    d. Prepare and transfer suture material.
    e. Cut suture material as operator directs.
15. Transfer gauze sponge.
16. Explain and provide written postoperative instructions to patient/client.
17. Schedule patient/client for postsurgical appointment.
18. Dismiss patient/client.
19. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with complex surgical extraction(s). Observe the performance of procedures under supervision.

PRODUCT

Assistance with complex surgical extraction(s) is completed.

PROCESS

All performance elements for assisting with complex surgical extraction(s) are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however a different sequence may be used.

ASSIST WITH BIOPSY.

IL.02.HSS.DA.85

ORAL AND MAXILLOFACIAL SURGERY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Anesthetic tray setup
- Biopsy tray setup
- Suture tray setup
- Written postoperative instructions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with biopsy procedure.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Position patient/client.
7. Adjust light for maximum illumination.
8. Open outer layer of sterile package.
9. Perform surgical scrub.
10. Don sterile gloves.
11. Open inner layer of sterile package while maintaining sterile field.
12. Apply topical anesthetic.
13. Assist with local anesthetic.
14. Transfer scalpel.
15. Maintain clear field of operation during procedure.
16. Transfer tissue retractor.
17. Retrieve tissue sample and place in labeled biopsy container.
18. Place gauze sponge over incision area.

19. Prepare and transfer suture material.
20. Cut suture material as operator directs.
21. Explain and provide written postoperative instructions to patient/client.
22. Schedule patient/client for postsurgical appointment.
23. Dismiss patient/client.
24. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with a biopsy procedure. Observe the performance of procedures under supervision.

PRODUCT

Assistance with biopsy procedure is completed.

PROCESS

All performance elements for assisting with biopsy procedure are critical and must be performed in sequence.

ASSIST WITH ALVEOLITIS (DRY SOCKET) TREATMENT.

IL.02.HSS.DA.86

ORAL AND MAXILLOFACIAL SURGERY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Mouth mirror
- Cotton forceps
- Curette
- High volume evacuation (HVE) tip
- Medicament/dressing
- Irrigating syringe and sterile solution
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with treatment of alveolitis (dry socket).

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Transfer irrigating solution in syringe.
11. Evacuate area with HVE surgical tip.
12. Transfer curette to operator.

13. Maintain clear field of operation during procedure.
14. Prepare and transfer medicament/dressing.
15. Assist with placement of medicament/dressing.
16. Explain and provide written postoperative instructions to patient/client.
17. Schedule patient/client for postsurgical appointment.
18. Dismiss patient/client.
19. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with alveolitis (dry socket) procedure. Observe the performance of procedures under supervision.

PRODUCT

Assistance with alveolitis treatment (dry socket) is completed.

PROCESS

All performance elements for assisting with alveolitis (dry socket) treatment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH DENTAL IMPLANT SURGERY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Suture tray setup
- Anesthetic tray setup
- Implant surgical tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with dental implant surgery.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on difficulty of procedure.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with first surgery for endosteal implants.
    a. Apply topical anesthetic.
    b. Assist with local anesthetic.
    c. Maintain clear field of operation during procedure.
    d. Transfer surgical template.
    e. Transfer scalpel and blade.
    f. Transfer periosteal elevator.
    g. Transfer sterile implant.

h. Transfer implant instrument kit.
i. Transfer suture material.
j. Explain and provide written postoperative instructions to patient/client.
k. Dismiss patient/client.
l. Record procedure in patient/client's chart.

11. Assist with second surgical procedure.
a. Apply topical anesthetic.
b. Assist with local anesthetic.
c. Maintain clear field of operation during procedure.
d. Transfer sterile template.
e. Transfer instrument for implant exposure.
f. Remove healing cap and clean implant.
g. Transfer the implant abutment.
h. Prepare and transfer suture.
i. Explain and provide written postoperative instructions to patient/client.
j. Dismiss patient/client.
k. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of assisting with dental implant surgery. Observe the performance of procedures under supervision.

PRODUCT

Assistance with dental implant surgery is completed.

PROCESS

All performance elements for assisting with dental implant surgery are critical and must be performed in sequence.

REMOVE SUTURES

IL.02.HSS.DA.88

ORAL AND MAXILLOFACIAL SURGERY

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Personal protective equipment (PPE)
Suture removal tray setup
Written postoperative instructions
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Remove sutures.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of sutures to remove.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Clean area.
11. Remove single suture.
    a. Use cotton pliers to gently lift suture away from tissue.
    b. Take suture scissors and cut thread below the knot of suture.
    c. Secure knot with cotton pliers and gently lift suture out.
    d. Place suture on gauze sponge.

12. Remove continuous sutures.
    a. Follow steps 1-10.
    b. Cut each suture and remove individually, beginning with one end.
    c. Loosen suture with cotton pliers and while holding suture cut the thread with scissors.
    d. Place each suture on gauze sponge.
    e. Inspect area for trauma and suction if necessary.
    f. Pack with gauze if necessary.
    g. Count sutures to verify number placed and removed.
13. Remove sling sutures.
    a. Follow steps 1-10.
    b. Lift sutures on each side of tooth with cotton pliers.
    c. Lift knot gently and cut below knot.
    d. Lift suture on other side of tooth and cut thread close to tissue.
    e. Remove suture.
14. Explain and provide written postoperative instructions to patient/client.
15. Dismiss patient.
16. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of removing sutures. Observe the performance of procedures under supervision.

PRODUCT

Removal of sutures is completed.

PROCESS

All performance elements for removing sutures are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

TAKE ORTHODONTIC RECORDS.

IL.02.HSS.DA.89

ORTHODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Patient/client study models
- Specific orthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Take orthodontic records.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Secure diagnostic casts.
11. Take intraoral photographs.
12. Take extraoral photographs.
13. Expose, process and label panoramic radiograph.
14. Expose, process and label cephalometric radiograph.
15. Complete cephalometric tracing.
16. Explain and provide written postoperative instructions to patient/client.
17. Dismiss patient/client.
18. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of taking orthodontic records. Observe the performance of procedures under supervision.

PRODUCT

Orthodontic records are taken.

PROCESS

All performance elements for taking orthodontic records are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PLACE AND REMOVE ORTHODONTIC SEPARATORS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Patient/client chart
Personal protective equipment (PPE)
Patient/client study models
Specific orthodontic tray setup
Written postoperative instructions
Manufacturers' directions
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Place and remove orthodontic separators.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Grasp hemostat, bird-peak pliers or scaler in dominant hand.
11. Place separator in instrument; insert beneath contact point.
12. Hook a scaler under the separator and lift upward.
13. Place index finger of nondominant hand over top of separator.
14. Disengage separator by moving scaler in an occlusal direction.
15. Explain and provide written postoperative instructions to patient/client.
16. Dismiss patient/client.
17. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of placing and removing orthodontic separators. Observe the performance of procedures under supervision.

PRODUCT

Placing and removing orthodontic separators is completed.

PROCESS

All performance elements for placing and removing orthodontic separators are critical and must be performed in sequence.

SIZE AND FIT ORTHODONTIC BANDS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Patient/client study models
- Specific orthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Size and fit orthodontic bands.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Determine size of band or bracket by using patient/client study model(s).
11. Place preselected band on tooth.
12. Apply pressure with index finger while pushing band onto tooth.
13. Grasp band seater with dominant hand using palm grasp.
14. Place band seater on occlusal edges of band.
15. Apply pressure on band seater to seat band further.
16. Place band biter on occlusal edges of band.

17. Instruct patient/client to bite down to finalize seating of band.
18. Explain and provide written postoperative instructions to patient/client.
19. Dismiss patient/client.
20. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of sizing and fitting orthodontic bands. Observe the performance of procedures under supervision.

PRODUCT

Sizing and fitting orthodontic bands is completed.

PROCESS

All performance elements for sizing and fitting orthodontic bands are critical and must be performed in sequence.

ASSIST WITH CEMENTATION OR BONDING OF ORTHODONTIC BANDS AND BRACKETS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Patient/client study models
- Specific orthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with cementation or bonding of orthodontic bands and brackets.

PERFORMANCE CRITERIA

Material is dispensed and mixed according to manufacturers' directions.

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Assist with cementation of orthodontic bands.
    a. Place each band in sequential order on masking tape or wax sheet.
    b. Wipe buccal tubes or brackets with lip balm or wax.
    c. Mix the cement when requested by orthodontist.
    d. Place cement on occlusal and gingival edge of each band.
    e. Pass band with cement to orthodontist.
    f. Pass required instruments for seating of band to orthodontist.
    g. Repeat this process until all bands have been cemented.

11. Assist with bonding of brackets.
    a. Clean each tooth surface to be bonded with a bracket using pumice.
    b. Isolate teeth.
    c. Place acid etchant gel for proper amount of time only onto the area to be bonded.
    d. Rinse away etchant using copious amounts of water.
    e. Dry tooth surface.
    f. Observe as orthodontist applies liquid sealant.
    g. Place mixed bonding material on back of the bracket.
    h. Pass bracket to orthodontist using bracket placement tweezers.
    i. Pass orthodontic scaler to orthodontist for removal of excess bonding material.
12. Remove excess cement from patient/client's mouth (See Skill 71).
13. Explain and provide written postoperative instructions to patient/client.
14. Dismiss patient/client.
15. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with cementation or bonding of orthodontic bands and brackets. Observe the performance of procedures under supervision.

PRODUCT

Assistance with cementation or bonding of orthodontic bands and brackets is completed.

PROCESS

All performance elements for assisting with cementation or bonding of orthodontic bands and brackets are critical and must be performed in sequence.

SIZE, PLACE AND LIGATE ARCH WIRE.

IL.02.HSS.DA.93

ORTHODONTICS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Patient/client study models
- Specific orthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Size, place and ligate arch wire.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Select appropriate wire as prescribed by dentist.
11. Estimate length of wire using patient/client's study models.
12. Cut off excess wire using wire cutters.
13. Grasp universal pliers in dominant hand using palm grasp.
14. Insert arch wire into buccal tubes on molar bands.
15. Secure arch wire to brackets using ligature wire ties or elastic ties.
16. Cut excess arch wire from distal molars using distal end wire cutters.
17. Dispose of all orthodontic sharps in designated sharps container.

18. Explain and provide written postoperative instructions to patient/client.
19. Dismiss patient/client.
20. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of sizing, placing and ligating arch wire. Observe the performance of procedures under supervision.

PRODUCT

Sizing, placing and ligating arch wire is completed.

PROCESS

All performance elements for sizing, placing and ligating arch wire are critical and must be performed in sequence.

REMOVE ARCH WIRES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Patient/client study models
- Specific orthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Remove arch wires.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Grasp ligature cutter with dominant hand.
11. Place ligature cutter at mesial or distal side of bracket on ligature wire.
12. Cut ligature wire.
13. Grasp cut ligature with ligature cutters or cotton forceps.
14. Release ligature from tie wings of bracket.
15. Place ligature into sharps container.
16. Remove elastics with appropriate instrument as necessary.
17. Explain and provide written postoperative instructions to patient/client.
18. Dismiss patient/client.
19. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of removing arch wire. Observe the performance of procedures under supervision.

PRODUCT

Removal of arch wires is completed.

PROCESS

All performance elements for removing arch wires are critical and must be performed in sequence.

ASSIST WITH REMOVAL OF ORTHODONTIC BANDS/BRACKETS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Dental operatory
- Patient/client chart
- Personal protective equipment (PPE)
- Patient/client study models
- Specific orthodontic tray setup
- Written postoperative instructions
- Manufacturers' directions
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Assist with removal of orthodontic bands/brackets.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies.

PERFORMANCE ELEMENTS

1. Prepare dental operatory.
2. Explain purpose of procedure to patient/client.
3. Drape patient/client.
4. Give patient/client protective eyewear.
5. Don protective eyewear and mask.
6. Wash hands.
7. Don gloves.
8. Position patient/client.
9. Adjust light for maximum illumination.
10. Remove ligature ties and arch wire.
11. Grasp band removal pliers in dominant hand using palm grasp.
12. Position rubber (nylon) cover tab on incisal or occlusal surface.
13. Squeeze pliers gently to disengage adhesive material from tooth surface.
14. Remove remaining adhesive and polish teeth.
15. Explain and provide written postoperative instructions to patient/client.
16. Dismiss patient/client.
17. Record procedure in patient/client's chart.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of assisting with removal of orthodontic bands/brackets. Observe the performance of procedures under supervision.

PRODUCT

Assistance with removal of orthodontic bands/brackets is completed.

PROCESS

All performance elements for assisting with removal of orthodontic bands/brackets are critical and must be performed in sequence.

SHARPEN CURETTES AND SCALERS USING FLAT, STATIONARY STONE.

IL.02.HSS.DA.96

INSTRUMENT MAINTENANCE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Adequate lighting
- Flat, stable work surface (counter or bench)
- Sharpening stone
- Sharpening lubricant
- Gauze sponge(s)
- Magnifying glass
- Dull curettes and scalers
- Small scrub brush
- Ultrasonic cleaner
- Test stick
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen curettes and scalers using flat, stationary stone to preserve their original shape while restoring sharp edge.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of cutting edge of curette and scaler is completed on a regular basis and whenever indicated during patient/client treatment.

PERFORMANCE ELEMENTS

1. Determine when sharpening of curettes and scalers is needed.
2. Wash hands.
3. Don PPE.
4. Prepare sharpening stone by spreading a thin amount of lubricant over stone.
5. Place stone on flat work surface following manufacturers' instructions.
6. Evaluate cutting edge of instrument.
   a. Use plastic test stick.
   b. Hold instrument using modified pen grasp and establish a secure finger rest.
7. Place cutting edge of instrument on stone creating a 110-degree angle between face of instrument and stone.

8. Move instrument forward starting at heel and use overlapping strokes. Turn instrument continuously, maintaining correct angulation, until tip is reached. Maintain original design of curette and scaler.
9. Wipe off excess oil and sludge from instrument using paper towel or sponge.
10. Test for sharpness of curette and scaler using test stick.
11. Evaluate integrity of curette and scaler. Determine total reduction of instrument's working end and monitor flexibility of blade with slight to moderate pressure.
12. Maintain sharpening stone.
    a. Submerge stone in ultrasonic cleaner or scrub stone with soap and hot water.
    b. Store stone in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of instrument sharpening using a flat, stationary stone. Observe the performance of procedures under supervision.

PRODUCT

Curettes and scalers are sharpened using a flat, stationary stone and sharp edges are restored.

PROCESS

All performance elements for sharpening curettes and scalers using a flat, stationary stone are critical and must be performed in sequence.

SHARPEN CURETTES AND SCALERS USING FLAT, MOVING STONE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Adequate lighting
- Flat, stable work surfaœ (counter or bench)
- Sharpening stone
- Sharpening lubricant
- Gauze sponge(s)
- Magnifying glass
- Dull curettes and scalers
- Small scrub brush
- Ultrasonic cleaner
- Test stick
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen curettes and scalers using flat, moving stone to preserve their original shape while restoring sharp edge.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of cutting edge of dental instruments is completed on a regular basis and whenever indicated during patient/client treatment.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Prepare sharpening stone by spreading a thin amount of lubricant over surface of stone.
5. Evaluate cutting edges of instrument to be sharpened.
   a. Examine cutting edge of instrument under adequate light using magnifying glass.
   b. Use plastic testing stick.
6. Grasp instrument using palm grasp in nondominant hand and stabilize instrument against edge of work surface.

7. Hold face of instrument parallel to floor. Point toe toward clinician.
8. Hold stone in dominant hand and, in vertical position, apply stone to heel of instrument.
9. Place cutting edge of instrument on stone creating a 110-degree angle between face of instrument and stone.
10. Move stone up and down following cutting edge of instrument from heel to tip. Adjust to variation of tip (toe versus point); end on a down stroke.
11. Wipe off excess oil and sludge from instrument using paper towel or sponge.
12. Test for sharpness of curette and scaler using a test stick.
13. Evaluate integrity of curette and scaler. Determine total reduction of instrument's working end and monitor flexibility of blade with slight to moderate pressure.
14. Maintain sharpening stone.
    a. Submerge stone in ultrasonic cleaner or scrub stone with soap and hot water.
    b. Store stone in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of instrument sharpening using a flat moving stone. Observe the performance of procedures under supervision.

PRODUCT

Curettes and scalers are sharpened using a flat, moving stone and sharp edges are restored.

PROCESS

All performance elements for sharpening curettes and scalers using a flat, moving stone are critical and must be performed in sequence.

SHARPEN CURETTES AND SCALERS USING MANDREL MOUNTED STONE.

IL.02.HSS.DA.98

INSTRUMENT MAINTENANCE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Adequate lighting
- Flat, stable work surface (counter or bench)
- Sharpening stone
- Sharpening lubricant
- Gauze sponge(s)
- Magnifying glass
- Dull curettes and scalers
- Small scrub brush
- Ultrasonic cleaner
- Test stick
- Motor-driven, slow-speed handpiece
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen curettes and scalers using mandrel mounted stone to preserve their original shape while restoring sharp edge.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of cutting edge of dental instrument is completed on a regular basis and whenever indicated during patient/client treatment.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Select sharpening stone by determining stone diameter appropriate to fit instrument blade.
5. Prepare sharpening stone by attaching stone to slow-speed handpiece and applying lubricant to stone.

6. Evaluate cutting edges of instrument to be sharpened.
   a. Examine cutting edge of instrument under adequate light using a magnifying glass.
   b. Use a test stick.
7. Hold instrument in nondominant hand with blade face up and stabilize hand against work surface.
8. Grasp handpiece in dominant hand with a palm grasp and establish a secure finger rest.
9. Apply stone to blade face. Use light even pressure to sharpen both cutting edges simultaneously.
10. Wipe off excess oil and sludge from instrument with paper towel or sponge.
11. Test for sharpness of curette and scaler using a test stick.
12. Evaluate integrity of curette and scaler. Determine total reduction of instrument's working end and monitor flexibility of blade with slight to moderate pressure.
13. Maintain sharpening stone.
    a. Submerge stone in ultrasonic cleaner or scrub stone with soap and hot water.
    b. Store stone in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of instrument sharpening using a mandrel mounted stone. Observe the performance of procedures under supervision.

PRODUCT

Curettes and scalers are sharpened using a mandrel mounted stone and sharp edges are restored.

PROCESS

All performance elements for sharpening curettes and scalers using a mandrel mounted stone are critical and must be performed in sequence.

SHARPEN HOE SCALER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory
Personal protective equipment (PPE)
Adequate lighting
Flat, stable work surface (counter or bench)
Sharpening stone
Sharpening lubricant
Gauze sponge(s)
Magnifying glass
Dull hoe scaler
Small scrub brush
Ultrasonic cleaner
Test stick
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen hoe scaler to preserve original shape and design while restoring sharp edge.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of cutting edge of dental instrument is completed on a regular basis and whenever indicated during patient/client treatment.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Prepare sharpening stone by applying a small amount of lubricant on stone and placing it onto a flat work surface.
5. Evaluate cutting edge of instrument to be sharpened.
   a. Examine cutting edge of instrument under adequate light using magnifying glass.
   b. Use test stick.
6. Hold instrument in dominant hand using modified pen grasp and establish a secure finger rest.

7. Place surface of hoe scaler to be ground onto lubricated stone.
8. Move instrument by pulling instrument toward cutting edge.
9. Release pressure and push instrument back.
10. Repeat steps 7 and 8 as needed.
11. Round corners of hoe scaler. Direct corners of cutting edge inward and move instrument across stone.
12. Wipe excess oil and sludge from instrument with paper towel or sponge.
13. Test for sharpness of hoe scaler using test stick.
14. Evaluate integrity of hoe scaler. Determine total reduction of instrument's working end and monitor flexibility of blade with slight to moderate pressure.
15. Maintain sharpening stone.
    a. Submerge stone in ultrasonic cleaner or scrub stone with soap and hot water.
    b. Store stone in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of sharpening hoe scaler. Observe the performance of procedures under supervision.

PRODUCT

Hoe scaler is sharpened.

PROCESS

All performance elements for sharpening a hoe scaler are critical and must be performed in sequence.

SHARPEN CHISEL SCALER

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Adequate lighting
- Flat, stable work surface (counter or bench)
- Sharpening stone
- Sharpening lubricant
- Gauze sponge(s)
- Magnifying glass
- Dull chisel scaler
- Small scrub brush
- Ultrasonic cleaner
- Test stick
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen chisel scaler to preserve original shape and design while restoring cutting edge.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of cutting edge of dental instrument is completed on a regular basis and whenever indicated during patient/client care.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Prepare sharpening stone by applying a small amount of lubricant on stone and placing it onto a flat work surface.
5. Evaluate cutting edge of instrument to be sharpened.
   a. Examine cutting edge of instrument under adequate light using a magnifying glass.
   b. Use a test stick.
6. Hold chisel scaler with dominant hand using modified pen grasp and establish a secure finger rest.

7. Place surface to be ground onto lubricated stone. Maintain original 45-degree bevel.
8. Move instrument across stone (toward cutting edge) several times.
9. Round corners of chisel scaler by directing corners of cutting edge inward and moving instrument across stone.
10. Wipe excess oil and sludge from instrument with paper towel or sponge.
11. Test for sharpness of chisel scaler using a test stick.
12. Evaluate integrity of chisel scaler. Determine total reduction of instrument working end and monitor flexibility of blade with slight to moderate pressure.
13. Maintain sharpening stone.
    a. Submerge stone in ultrasonic cleaner or scrub stone with soap and hot water.
    b. Store stone in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of sharpening chisel scaler. Observe the performance of procedures under supervision.

PRODUCT

Chisel scaler is sharpened.

PROCESS

All performance elements for sharpening a chisel scaler are critical and must be performed in sequence.

SHARPEN EXPLORER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Adequate lighting
- Flat, stable work surface (counter or bench)
- Sharpening stone
- Sharpening lubricant
- Gauze sponge(s)
- Magnifying glass
- Dull explorer
- Small scrub brush
- Ultrasonic cleaner
- Test stick
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen explorer to preserve original shape and design while restoring sharp point.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of point of dental explorer is completed on a regular basis and whenever indicated during patient/client treatment.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Prepare sharpening stone by applying a small amount of lubricant on stone.
5. Evaluate point to be sharpened.
   a. Examine point under adequate light using magnifying glass.
   b. Use test stick.
6. Hold explorer with dominant hand using modified pen grasp and establish a secure finger rest on side of stone.
7. Hold stone in nondominant hand and stabilize hand against work area.
8. Place side of tip on stone at a 15 to 20-degree angle.

9. Move explorer tip over surface of stone. Rotate handle throughout movement.
10. Wipe excess oil and sludge from explorer tip using paper towel or gauze sponge.
11. Test for sharpness of explorer using test stick.
12. Evaluate integrity of explorer. Determine total reduction of explorer's end.
13. Maintain sharpening stone.
    a. Submerge stone in ultrasonic cleaner or scrub stone with soap and hot water.
    b. Store stone in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of sharpening explorer. Observe the performance of procedures under supervision.

PRODUCT

Explorer is sharpened and a sharp point is restored.

PROCESS

All performance elements for sharpening an explorer are critical and must be performed in sequence.

SHARPEN PERIODONTAL FILE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory
Personal protective equipment (PPE)
Adequate lighting
Flat, stable work surface (counter or bench)
Tang sharpening file
Magnifying glass
Dull periodontal file
Small scrub brush
Ultrasonic cleaner
Test stick
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen periodontal file to preserve original shape and design while restoring cutting edge(s).

PERFORMANCE CRITERIA

Skill is performed throughout treatment at 100% accuracy.

Time required to complete the skill varies as evaluating, sharpening and maintaining of cutting edge of dental instrument is completed on a regular basis and whenever indicated during patient/client care.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Evaluate cutting edge(s) to be sharpened.
   a. Examine cutting edge under adequate light using a magnifying glass.
   b. Use test stick.
5. Hold periodontal file with nondominant hand and stabilize spine of periodontal file against flat working area. Hold blade face of file parallel to floor.
6. Grasp Tang sharpening file with dominant hand.
7. Insert Tang file into groove between first and second teeth of periodontal file (e.g., groove nearest toe of periodontal file).

8. Move Tang sharpening file across vertical surface of each tooth of periodontal file using a push-pull stroke.
   a. Use caution to remove metal from vertical surface(s) only.
   b. Use equal pressure throughout procedure.
   c. Hold Tang file stationary and rock instrument back and forth if blade of periodontal file is cylindrical.
9. Test for sharpness of periodontal file using test stick.
10. Evaluate integrity of periodontal file. Determine total reduction of instrument's working end and monitor flexibility of file with slight to moderate pressure.
11. Maintain Tang file.
    a. Submerge file in ultrasonic cleaner or scrub file with soap and hot water.
    b. Store file in sealed, sterilized package.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of sharpening periodontal file. Observe the performance of procedures under supervision.

PRODUCT

Periodontal file is sharpened and cutting edge(s) is restored.

PROCESS

All performance elements for sharpening a periodontal file are critical and must be performed in sequence.

MAINTAIN ULTRASONIC UNIT AND TIP

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Dental operatory
- Personal protective equipment (PPE)
- Adequate lighting
- Magnifying glass
- Ultrasonic unit
- Ultrasonic tip insert
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Maintain ultrasonic unit and tip.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies as evaluating and maintaining of ultrasonic tip is completed on a regular basis.

PERFORMANCE ELEMENTS

1. Determine proper maintenance of and sterilization method for ultrasonic tip.
2. Wash hands.
3. Don PPE.
4. Evaluate ultrasonic tip using adequate lighting and a magnifying glass.
   a. Examine inserts for signs of wear.
   b. Examine handles for signs of cracking or leaking.
   c. Examine stack for warping. Check to see if metal strips are separating.
   d. Examine O-rings for wear.
   e. Examine tip for damage (i.e., bending and distortion).
5. Set up ultrasonic unit.
   a. Run water through tubing of ultrasonic unit for two minutes prior to use.
   b. Insert tip into handle.
   c. Tune unit according to manufacturers' specifications. Set unit at lowest effective power setting.
   d. Adjust water to maximum mist. Prevent overheating of tip insert.
6. Clean and sterilize ultrasonic tip following performance elements as outlined in Skill 11.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of ultrasonic tip maintenance. Observe the performance of procedures under supervision.

PRODUCT

Ultrasonic unit and tip are maintained.

PROCESS

All performance elements for maintaining ultrasonic unit and tip are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Dental operatory
Assorted sharpening stones
Dental instruments
Sharpening lubricant
Personal protective equipment (PPE)
Test stick
Ultrasonic cleaner
Mechanical sharpening unit
Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Sharpen hand-cutting instruments.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of instruments that need sharpening.

PERFORMANCE ELEMENTS

1. Determine when sharpening of instrument is needed.
2. Wash hands.
3. Don PPE.
4. Sharpen hand-cutting instruments using appropriate following methods.
   a. Flat Arkansas stone
      1) Lubricate stone.
      2) Place stone on hard, flat surface and grasp instrument firmly.
      3) Place bevel of blade on stone and with stiff action draw instrument toward operator.
   b. Tapered Arkansas stone
      1) Lubricate stone.
      2) Grasp instrument and firmly draw blade over round edge of stone.
   c. Handpiece mandrel mounted stone
      1) Lubricate stone.
      2) Grasp instrument firmly using palm grasp with thumb and index finger for support and pass bevel of blade over stone surface.

   d. Mechanical device
      1) Lubricate stone wheel.
      2) Guide cutting edge to wheel evenly.
5. Smooth off any roughness on opposite noncutting surface.
6. Test instruments for sharpness using test stick.
7. Clean and sterilize instruments.
8. Store instructions in sealed sterile bag.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test the principles of sharpening hand-cutting instruments. Observe the performance of the procedure under supervision.

PRODUCT

Hand-cutting instruments are sharpened.

PROCESS

All performance elements for sharpening hand-cutting instruments are critical and must be performed in sequence within the method used.

USE PRINCIPLES OF COMMUNICATION.

IL.02.HSS.DA.105

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client
Dental operatory
Facility policy and procedures

WORK TO BE PERFORMED

Work and perform as team member using principles of communication in all interactions with patients/clients, family and other members of dental team.

PERFORMANCE CRITERIA

Principles of communication are used according to facility policy and procedures.

Skill is ongoing.

PERFORMANCE ELEMENTS

1. Discuss factual information about dental care facility and any treatment plan with patient/client to enhance patient/client's trust in dental care being provided.
2. Gain patient/client's cooperation and trust through use of nonthreatening, assertive language.
3. Approach and speak to patient/client in a helpful manner to coordinate patient/client's care and influence consumer satisfaction.
4. Use active listening techniques when communicating in dental care setting.
5. Integrate multicultural and multilingual needs into patient/client's treatment plan.
6. Adapt communication to address individual needs, including use of paraphrasing and translating.
7. Use open-ended questions that cannot be answered with "yes" or "no."
8. Listen to patient/client and clarify what is heard.
9. Repeat what patient/client says to prevent any misunderstanding.
10. Use nonverbal communication in a positive manner.
11. Clarify nonverbal communication demonstrated by patient/client.

BEST COPY AVAILABLE

PERFORMANCE ASSESSMENT CRITERIA

Test principles of communication. Observe communication between clinician and patient/client during patient/client's treatment.

PRODUCT

Professional and clear communication skills are demonstrated throughout all patient/client's treatment and are utilized with all dental team member interactions.

PROCESS

All performance elements for using principles of communication are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COMMUNICATE WITHIN DENTAL CARE TEAM.

IL.02.HSS.DA.106

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client records
Dental care team

WORK TO BE PERFORMED

Communicate and participate in collaborative manner within dental care team.

PERFORMANCE CRITERIA

Dental assistant will deem communication an essential component of a dental practice and purposeful use of communication in relationships is required 100% of the time.

PERFORMANCE ELEMENTS

1. Identify specific roles and accompanying tasks of members of dental care team.
2. Listen to provided diagnoses and treatment plans. Clarify information that is not understood. Request assistance and/or supervision when unsure of skill performance required.
3. Identify communication habits and performance which may be a detriment to accomplishing goals of dental care team.
4. Document any part of task not accomplished in a timely fashion along with explanation of why task was not completed.
5. Document information about condition of patient/client and results of treatments provided to patient/client.
6. Accept, request and offer help when required to meet care needs of patients/clients.
7. Display courtesy and sense of dignity toward other team members and patients/clients of dental care facility.
8. Maintain confidentiality about matters encountered in dental care setting.

PERFORMANCE ASSESSMENT CRITERIA

Test communication within dental care team. Observe behavior in the dental care work environment.

PRODUCT

Professional and clear communication skills are demonstrated throughout all interactions with other dental care team members.

PROCESS

All performance elements for communicating within dental care team are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however a different sequence may be used.

COMPLETE DIET AND DIETARY ANALYSIS (NUTRITIONAL COUNSELING)

IL.02.HSS.DA.107

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Complete patient/client record including histories
- Patient/client food diary
- Pen
- Appropriate dietary analysis form(s)
- Printed list of snack selections
- Teaching aids
- Instructive pamphlet or leaflet
- Center for Disease Control (CDC) Infection Control Guidelines for Dentistry
- Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Complete diet and dietary analysis to incorporate into patient/client's total preventive program by analyzing patient/client's diet.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Dietary analysis and evaluation of nutritional status of patient/client occurs throughout dental care treatment.

PERFORMANCE ELEMENTS

1. Explain purpose of dietary analysis to patient/client.
2. Explain diet analysis form(s) or food diary to patient/client. Give suggestions for listing various foods and for the use of household measurements for indicating quantity.
3. Complete current day's food diary with patient/client.
   a. Explain and demonstrate how to list daily food intake.
   b. Emphasize importance of completing record after each meal.
   c. Discuss how to record component parts of a combination dish.
   d. Emphasize importance of recording vitamin concentrations and prescribed medicines, etc.
   e. Emphasize importance of identifying where meals were eaten.
4. Receive food diary from patient/client.
5. Record additional information including:
   a. Does diary represent a typical week?
   b. Food likes and dislikes
   c. Allergies

6. Review food diary with patient/client.
7. Analyze food diary.
   a. Evaluate protective foods.
   b. Evaluate cariogenic foods.
   c. Evaluate consistency of diet.
8. Prepare to counsel patient/client.
   a. Define objectives.
   b. Evaluate planning factors such as patient/client's time availability, commitment, etc.
   c. Identify attitude of problem areas for patient/client.
   d. Select appropriate teaching aids.
9. Counsel patient/client.
   a. Review purpose of meeting.
   b. Redefine cariogenic foods.
   c. Review dental caries.
   d. Explain and discuss specific dietary recommendations.
10. Measure patient/client's progress.
    a. Complete immediate evaluation.
    b. Complete three-month follow-up.
    c. Complete six-month follow-up.
    d. Complete overall evaluation.
11. Document patient/client's progress and dietary recommendations on appropriate recording form(s).
12. Discuss findings with dentist.
13. Share findings with patient/client.

PERFORMANCE ASSESSMENT CRITERIA

CDC guidelines and OSHA standards/regulations are followed.

Test principles of collecting and analyzing a patient/client food diary. Observe the performance of procedures under supervision.

PRODUCT

A diet and dietary analysis is completed for patient/client and incorporated into total preventive plan. The dietary analysis will relate to and focus on status of patient/client's periodontal tissues and skin and mucous membrane.

PROCESS

All performance elements in completing a patient/client diet and dietary analysis are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Patient/client dental record
- Charge slips
- Receipts
- Ledger sheets
- Day sheet (electronic or manual system)
- Checkbook registry
- Deposit slips
- Pegboard
- Computer and dental software

WORK TO BE PERFORMED

Maintain accounts receivable and payable records.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of postings in one day.

PERFORMANCE ELEMENTS

1. Maintain accounts receivable – pegboard system.
   a. Receive payment for dental service.
   b. Place day sheet on pegboard.
   c. Attach charge and receipt slips on day sheet.
   d. Transfer information from previous day's totals.
   e. Place patient/client ledger under next charge sheet.
   f. Write date, responsible party and patient/client's name and previous balance.
   g. Enter charges and payments in designated spaces.
   h. Complete posting information and give patient/client a receipt of transaction.
   i. Complete balancing of day sheet at end of work day.
   j. Write totals from each column and recheck balances with ledger cards.
   k. Prepare deposit slip at end of day.
   l. Separate currency from checks.
   m. List checks received and sum of money on slip.
   n. Place total at bottom of slip.
   o. Enter date and amount of deposit in checkbook registry.

2. Maintain accounts receivable – computer system.
   a. Post patient/client information in computer.
   b. Enter charges from charge slips.
   c. Maker sure calculated updates and balance are automatically recorded.
   d. Print patient/client receipt.
3. Maintain accounts payable – write checks.
   a. Enter current date on check.
   b. Write full name of person or company with payee's address.
   c. Write correct payment amount on check.
   d. Obtain legal authorized signature.
   e. Retain checks in safe place.
   f. Post checks to check register.
   g. Mail checks.
   h. Reconcile monthly bank statement.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of maintaining accounts receivable and payable. Observe the performance of maintaining accounts receivable/payable under supervision.

PRODUCT

Accounts receivable and payable records are maintained.

PROCESS

All performance elements for maintaining accounts receivable/payable are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROCESS DENTAL INSURANCE CLAIMS.

IL.02.HSS.DA.109

MANAGEMENT FUNCTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Patient/client dental record
Standardized insurance claim form
Computer/printer/manuals
Dental software/manuals
Dental standarized codes (American Dental Association)

WORK TO BE PERFORMED

Process dental insurance claims.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of insurance claims to be processed.

PERFORMANCE ELEMENTS

1. Obtain patient/client's signature for claim form.
2. Check box that represents pretreatment or actual services.
3. Complete patient/client information.
4. Complete provider information.
5. List treatment.
6. List procedural codes.
7. File insurance claim form with radiographs through mail or electronic processing.
8. Track insurance claims.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of processing dental insurance claim forms. Observe the performance of processing claims under supervision.

PRODUCT

Dental insurance claims are processed.

PROCESS

All performance elements for processing dental insurance claims are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Reorder tags
Index card
File box
Bar code wand
Computer/printer/manuals
Appropriate software/manuals

WORK TO BE PERFORMED

Maintain inventory.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies according to number of items in inventory.

PERFORMANCE ELEMENTS

1. Use most appropriate method for maintaining inventory.
   a. Inventory file card method
      1) Fill out top of cards with each expendable and nonexpendable item, including name, brand, supplier, address and manufacturer name.
      2) Write maximum and minimum amount essential for operations.
      3) List unit price for each item.
      4) Track date to reorder stock.
      5) Reorder supplies as needed.
   b. Reorder tag system
      1) Place reorder label on low stock items.
      2) Remove label from item.
      3) Place reorder label with file card and note date ordered and quantity.
      4) Place indicator flag on index card.
      5) Place reorder label on minimum amount for next order.
      6) Remove indicator flag when item arrives.
   c. Electronic bar code system
      1) Identify item that requires reordering.
      2) Obtain book that has product information and bar codes identified.
      3) Use bar code wand to order items.
      4) Reorder supplies as needed.
2. Place most recent item received to back of supply.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of maintaining inventory. Observe the performance of maintaining inventory under supervision.

PRODUCT

Inventory is maintained.

PROCESS

All performance elements for maintaining inventory are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

DOCUMENT AND MAINTAIN PATIENT/CLIENT RECORDS.

IL.02.HSS.DA.111

MANAGEMENT FUNCTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Computer/printer/manuals
- Appropriate software/manuals
- Patient/client
- Patient/client record and histories
- Pen
- Appropriate recording forms
- Appropriate equipment for communicating developed plan and treatment information

WORK TO BE PERFORMED

Document and maintain patient/client records.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Skill is ongoing.

PERFORMANCE ELEMENTS

1. Record in patient/client's chart all telephone contacts and conversations regarding appointment setup, recall intervals, appointment canceling and rescheduling, postoperative inquiries, failed appointments, late arrivals, etc.
2. Record in patient/client's chart treatment plans and information shared regarding diagnosis and evaluations made by dentist.
3. Record all dental aids or chemotherapeutic agents recommended for and provided to patient/client. Record method taught for using dental aids.
4. Record all procedures completed on patient/client.
5. Record all radiographs, anesthetic or chemotherapeutic agents used during treatment.
6. Record evaluation mechanisms used to assess patient/client's progress and results.
7. Record adverse reactions to completed treatment.
8. Record patient/client's attitude regarding dental health and treatment.
9. Record changes in medical, dental or personal histories.
10. Record vital signs at every appointment.
11. Record need for premedication, pre and postinstructions given with regards to premedication and regimen patient/client adhered to prior to treatment.
12. Sign all forms in patient/client's chart.
13. File records in appropriate location.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of documenting and maintaining patient/client records. Observe the performance of documentation under supervision.

PRODUCT

Complete and accurate documentation and maintenance of patient/client records are completed.

PROCESS

All performance elements for documenting and maintaining patient/client records are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Patient/client
- Appointment schedule with matrix
- Pencil
- Computer/printer/manuals
- Appropriate software/manuals
- Appointment card
- Recall system (manual/electronic)
- Telephone system
- Mail system

WORK TO BE PERFORMED

Schedule patient/client for dental appointment.

PERFORMANCE CRITERIA

Skill is performed at 100% accuracy.

Time required to complete the skill varies depending on number of appointments needed.

PERFORMANCE ELEMENTS

1. Establish an appointment time with patient/client.
2. Check availability in appointment schedule.
3. Record appointment time in schedule.
4. Enter patient/client's name, age (if child), phone number and length and type of procedure.
5. Transfer information on appointment card.
6. Check card for accuracy and give to patient/client.
7. Follow steps 1-6 to schedule recall appointment at time patient/client leaves office.
8. Contact patient/client before appointment to confirm date and time of appointment.
9. Send recall notices on a monthly basis.

PERFORMANCE ASSESSMENT CRITERIA

Test the principles of scheduling appointment. Observe the performance of appointment scheduling under supervision.

PRODUCT

Appointment is scheduled.

PROCESS

All performance elements for scheduling appointments are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

Amalgam Tray Setup	Cotton rolls Pellets Floss High/low-speed hand pieces Assorted dental burs Spoon excavator Hand cutting instruments Base Liners Varnish Mixing pad Spatula	Amalgam material Placement instrument Matrix retainer Matrix bands Wedges Locking cotton pliers or hemostat Amalgam well Amalgam carrier Condensers Carving instruments Burnishing instruments Articulating paper and forceps
Armamentarium for Endodontic Tray Setups	Endodontic explorer Spoon excavator Locking cotton pliers (two) Cotton rolls Cotton pellets High/low-speed hand pieces Assorted burs Barbed broaches Assorted reamers Files Rubber stops Irrigating syringe and sterile solution	Paper points (assorted) Temporization materials Permanent obturating materials Heat source Endodontic spreaders Endodontic pluggers Articulating paper and forceps Mixing pad Spatula Pulp treatment medicaments Root canal sealer cement
Composite Tray Setup	Cotton rolls Cotton pellets Dental floss High/low-speed hand pieces Assortment of dental burs Spoon excavator Hand cutting instruments Base Liner Mixing pad Spatula Placement instruments Etchant Articulating paper and forceps Applicator (included in composite system used)	Primer (included in composite system used) Composite materials Shade guide Composite placement instrument or syringe Celluloid matrix strip or crown form Wedges Locking cotton pliers or hemostat Finishing burs or diamonds Abrasive strips Polishing discs Mandrel Lubricant Protective shield/glasses for curing light

ATTACHMENT B

DENTAL ASSISTANT GLOSSARY OF TERMS

American Dental Assistants Association (ADAA)	A national professional organization to advance the careers of dental assistants and to promote the dental assisting profession in matters of education, legislation, credentialing and professional activities which enhance the delivery of quality health care to the public.
American Dental Association (ADA)	A national professional association for dentists which is committed to public oral health, ethics and scientific and professional advancement.
Armamentarium	A variety of specialized instruments, equipment and materials in the dental operatory used during dental procedures.
Center for Disease Control (CDC)	A federal agency that is part of the Public Health Service that investigates, reports and tracks specific diseases and public health concerns for the United States. The CDC sets forth specific guidelines for infection control and disease containment.
Certified Dental Assistant (CDA)	A dental assistant who has obtained national certification through the Dental Assisting National Board.
Dental Assisting National Board (DANB)	An independent organization that administers the credentialing examination for dental assistants.
Dental Practice Act	State legislation that describes legal restrictions and controls on dentists, hygienists and dental assistants for procedures they may perform.
Endodontics	A branch of dentistry that deals with diagnosis and treatment of diseases of pulp and periapical tissues.
Illinois Dental Assistants Association (IDAAA)	A state professional organization to advance the careers of dental assistants and to promote the dental assisting profession in matters of education, legislation, credentialing and professional activities which enhance the delivery of quality health care to the public
Illinois Department of Nuclear Safety	A state agency that oversees legally mandated registration and inspection of all radiation equipment in dental offices.
Illinois Department of Professional Regulation	A state agency that licenses dentists and hygienists, provides guidelines for professional conduct and establishes guidelines for qualifications of applicants.
Occupational Safety and Health Administration (OSHA)	A federal agency that enforces safety guidelines for protection of workers. OSHA has federal, regional and state offices.

Oral and Maxillofacial Surgery	A dental specialty concerned with diagnosis and surgical treatment of the oral and maxillofacial region.
Orthodontics	A dental specialty concerned with diagnosis and correction of malocclusion in dental facial structures.
Personal Protective Equipment (PPE)	Items that should be worn to protect against contact with all body fluids. PPE includes protective eyewear, gloves, clothing and masks.
Prosthodontics	A dental specialty concerned with diagnosis, restoration and maintenance or oral functions with replacement of missing teeth and supporting structures through artificial means.
Restorative Procedures	A dental procedure promoting a remedy that aids in restoring and rebuilding tooth structure.

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.
Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.

Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The traini ng provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Margaret Blackshere	AFL-CIO
Skip Douglas	Lucent Technologies
Judith Hale	Hale Associates
Terry Hoyland	Caterpillar University Caterpillar, Inc.
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Gene Rupnik	Hospitality Industry
Jim Schultz	Illinois Retail Merchants Association Walgreen Company

Joseph A. Bonefeste, Ph.D.	Chair, retired Springfield, IL
Bob Burger	Executive Director IAHMO
Jane Clark	Clinical Educator The Glenbrook Hospital
Lucille Davis, R.N., Ph.D.	Dean, College of Nursing & Allied Health Professions Chicago State University
Edward J. Fesco, M.D.	Physician
Suellen Funk	Representative of the Illinois Nurse Association
Paula Garrott, Ed.M., MT (ASCP), CLS (NCA)	Associate Professor and Director Clinical Laboratory Science Program University of Illinois at Springfield
Rose Hall	Southwestern Illinois College
Nancy Krier	Illinois Hospital Association
Cheryl Lowney	Senior Vice President, Nursing Services Heritage Enterprises
Jan Matuska, R.N.	Curriculum Coordinator Pekin High School
Sharon McClellan, M.S., R.N.C.	Medical Center Educator Veterans Administration Medical Center
Peter Paulson, D.D.S.	Past President, Illinois State Dental Society
Creighton J. Petkovich	United Samaritans Medical Center
Jane B. Pond, L.P.N.	President, Licensed Practical Nurses Association of Illinois
Barbara Sullivan	Executive Director VNA Central Illinois
Dr. Walter Zinn	Optometrist
Kathryn Torricelli	State Liaison, retired Illinois State Board of Education

Fran Holbrook, CDA	Program Coordinator, Retired Morton College Downers Grove, IL
Dee Hoover, CDA	William J. Strum, Jr., DDS Springfield, IL
Patricia Pearson, CDA	Dental Assisting Program Coordinator Illinois Valley Community College Oglesby, IL
Constance Pero-Fox, CDA	Program Coordinator Lewis & Clark Community College Godfrey, IL
Carol Walsh, CDA	Arnold Chernoff, DDS Evanston, IL
Kathy Gibson, CDA	Product Developer Dental Assistant Coordinator John A. Logan College
Kathryn Torricelli	State Liaison, retired Illinois State Board of Education

A. Developing an Employment Plan	1. Match interests to employment area. 2. Match aptitudes to employment area. 3. Identify short-term work goals. 4. Match attitudes to job area. 5. Match personality type to job area. 6. Match physical capabilities to job area. 7. Identify career information from counseling sources. 8. Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1. Locate employment opportunities. 2. Identify job requirements. 3. Locate resources for finding employment. 4. Prepare a resume. 5. Prepare for job interview. 6. Identify conditions for employment. 7. Evaluate job opportunities. 8. Identify steps in applying for a job. 9. Write job application letter. 10. Write interview follow-up letter. 11. Complete job application form. 12. Identify attire for job interview.
C. Accepting Employment	1. Apply for social security number. 2. Complete state and federal tax forms. 3. Accept or reject employment offer. 4. Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1. Communicate orally with others. 2. Use telephone etiquette. 3. Interpret the use of body language. 4. Prepare written communication. 5. Follow written directions. 6. Ask questions about tasks.
E. Interpreting the Economics of Work	1. Identify the role of business in the economic system. 2. Describe responsibilities of employee. 3. Describe responsibilities of employer or management. 4. Investigate opportunities and options for business ownership. 5. Assess entrepreneurship skills.
F. Maintaining Professionalism	1. Participate in employment orientation. 2. Assess business image, products and/or services. 3. Identify positive behavior. 4. Identify company dress and appearance standards. 5. Participate in meetings in a positive and constructive manner. 6. Identify work-related terminology. 7. Identify how to treat people with respect.

G. Adapting to and Coping with Change	1. Identify elements of job transition. 2. Formulate a transition plan. 3. Identify implementation procedures for a transition plan. 4. Evaluate the transition plan. 5. Exhibit ability to handle stress. 6. Recognize need to change or quit a job. 7. Write a letter of resignation.
H. Solving Problems and Critical Thinking	1. Identify the problem. 2. Clarify purposes and goals. 3. Identify solutions to a problem and their impact. 4. Employ reasoning skills. 5. Evaluate options. 6. Set priorities. 7. Select and implement a solution to a problem. 8. Evaluate results of implemented option. 9. Organize workloads. 10. Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1. Identify safety and health rules/procedures. 2. Demonstrate the knowledge of equipment in the workplace. 3. Identify conservation and environmental practices and policies. 4. Act during emergencies. 5. Maintain work area. 6. Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1. Identify established rules, regulations and policies. 2. Practice cost effectiveness. 3. Practice time management. 4. Assume responsibility for decisions and actions. 5. Exhibit pride. 6. Display initiative. 7. Display assertiveness. 8. Demonstrate a willingness to learn. 9. Identify the value of maintaining regular attendance. 10. Apply ethical reasoning.
K. Demonstrating Technological Literacy	1. Demonstrate basic keyboarding skills. 2. Demonstrate basic knowledge of computing. 3. Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1. Value individual diversity. 2. Respond to praise or criticism. 3. Provide constructive praise or criticism. 4. Channel and control emotional reactions. 5. Resolve conflicts. 6. Display a positive attitude. 7. Identify and react to sexual intimidation/harassment.

M. Demonstrating Teamwork	1. Identify style of leadership used in teamwork. 2. Match team member skills and group activity. 3. Work with team members. 4. Complete a team task. 5. Evaluate outcomes.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
September 10, 2003